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ABSTRACT

Outlining the demography of the students and community served by Glendale Community College (GCC), in California, as well as providing indicators of institutional effectiveness, this five-part report is designed to assist faculty, staff, and students understand the college's diverse operations. Section I provides a community profile, including longitudinal data on housing characteristics, ethnicity, population by age, community growth and income, area schools, and GCC enrollees from area high schools. Section II focuses on student access and needs for fall 1993 to fall 1995, including credit and non-credit enrollment statistics by student age, gender, and ethnicity; assessment and placement results for 1995-96; financial aid statistics; and English as a Second Language and Basic Skills course enrollments. Section III provides data on student success for the same period, including information on academic standards; student retention and pass rates by division; student outcomes by ethnicity and other characteristics; characteristics of transfer, vocational preparation, and personal interest students; degrees completed by gender and ethnicity for 1995-96; and Associate in Arts, certificates, and Associate in Science Degrees completed by major from 1993-96. Section IV describes GCC staff by gender, ethnicity, full-time/part-time ratios, and staff development activities for 1995-96. Finally, section V reviews GCC's fiscal condition as of 1994-95, highlighting state, local, and federal general fund revenues; specific revenue sources; general fund expenditures from 1992-95; expenditures comparisons to state averages; and general fund balances from 1990-95. (BCY)

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Introduction

Campus Profile is designed to assist faculty, staff, and students understand the college's diverse operations. The publication is organized around an outline from the statewide accountability model and hopes to support campus decision making. It is the intent of the Research & Planning Unit to incorporate accountability reports mandated by the federal and state governments into the annual publication as such requirements develop.

This publication tends to focus on relatively short time periods, typically three years, in reporting information. In some cases, longer time periods are reported when deemed especially useful. We have made additions and deletions each year and will continue to do so as we receive your feedback.

In addition to this publication, the Research & Planning Unit provides an annually updated *Institutional History* for new staff members or individuals seeking greater knowledge of the college's history. During 1996-97, we will be working to developing additional measures of productivity relative to the college's **Educational Master Plan.** We look forward to your feedback.

Research & Planning Unit
August 1996

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SECTION I
COMMUNITY PROFILE

SECTION I.1: INTRODUCTION

The 1990 Census indicated that Glendale's population grew in size and diversity from prior periods. Glendale's population grew by 29.5% during the 1980's, compared to 16.6% for the county as a whole. Glendale grew at a rate almost three times as fast as Burbank and Pasadena, and almost twice as fast as the city of Los Angeles. The 1990 Census showed Glendale with 180,038 residents; the most recent state estimate puts the population at 193,500 as of January 1, 1996.

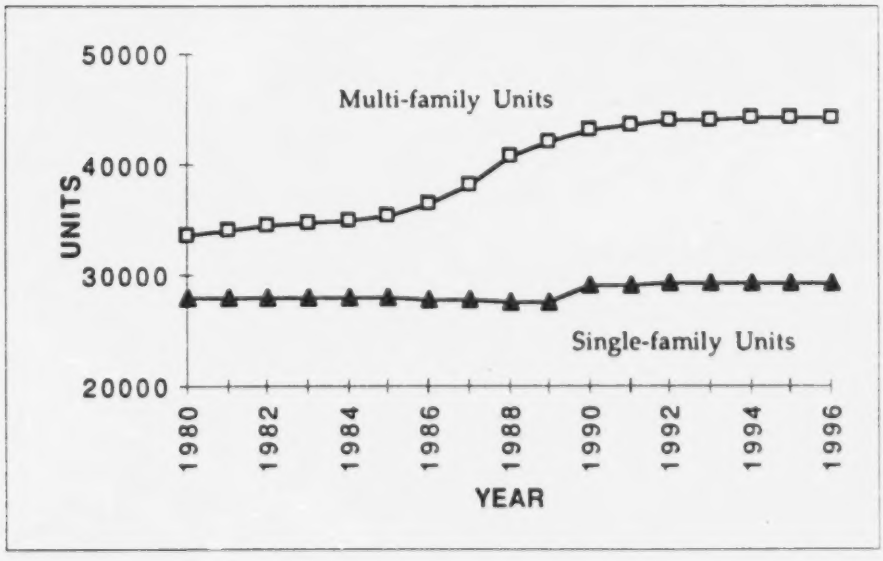
Growth during the 1980's also changed the city in a qualitative way. Most of the growth occurred with the addition of apartments and condominiums (multiple-family dwelling units) in south and central Glendale. Glendale now has as high a percentage of people living in multiple-family dwelling units as the city of Los Angeles. In addition, over 58% of the households are renting. Growth since 1990 has been driven by the addition of 1,500 housing units and an small increase, from 2.59 to 2.64, in the average number of people living in each household.

Glendale has also become much more diverse in terms of ethnicity. In 1980, 74% of the residents were non-Hispanic Caucasian, while by 1990, non-Hispanic Caucasians accounted for only 53% of the population. In addition, over 45% of city residents were born in foreign countries.

Section I.1A *Housing Characteristics*

A fundamental structural change occurred in the community's housing stock as the number of multiple-family dwellings increased, as evidenced in Figure I.1A.01 below.

Figure I.1A.01: Housing Units Available in Glendale



The growth in Glendale's housing stock was essential to the rapid population growth that far outstripped its two neighboring cities. The result, however, means Glendale is far more "urban" in character than its reputation. Table I.1A.01 below compares the tri-city area's housing stock in 1990.

Table I.1A.01: Types of Housing Structures

TYPE OF UNIT	GLENDALE		BURBANK		PASADENA	
Single Family	29,003	40.2%	21,075	51.2%	28,414	53.6%
2 to 9 Units	17,553	24.3%	9,167	22.3%	9,322	17.6%
10 or More Units	24,678	34.2%	10,486	25.4%	14,513	27.4%
Mobile/Modular	880	1.2%	488	1.2%	783	1.5%
Total Units	72,114	100.0%	41,216	100.0%	53,032	100.0%

Section I.1B *Ethnicity*

The growing diversity of Glendale is a general reflection of the economic, political, and social trends many refer to as the coming of the "Pacific Century." The community's ethnic diversity begins to be understood in the standard federal categories of Table I.1B.02 below. The true magnitude of the community's diversity is somewhat camouflaged as at least one-third of the "Caucasian" population of Glendale is immigrant Armenians.

Table I.1B.01: City of Glendale Ethnic Breakdown

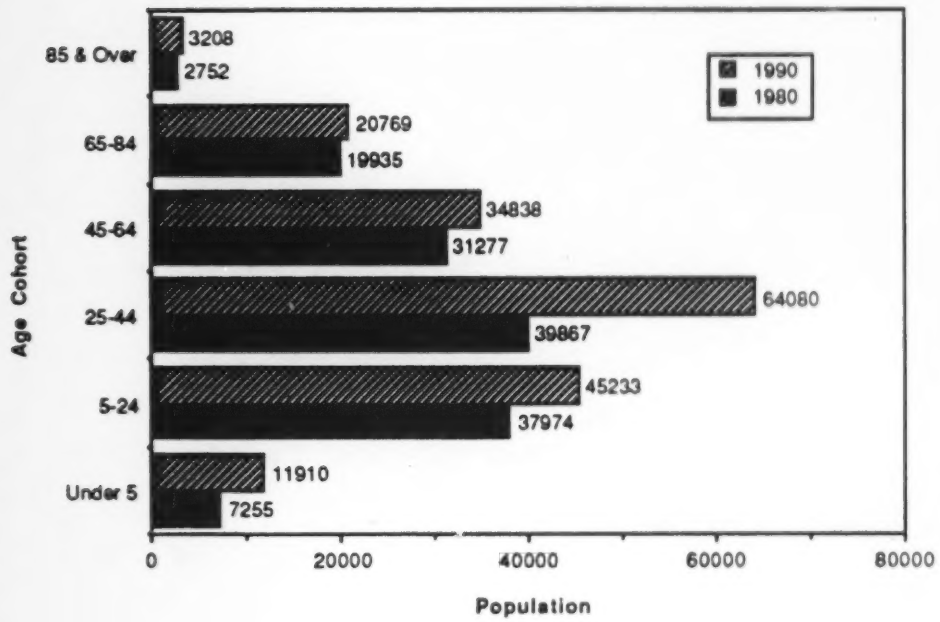
ETHNICITY	1980		1990	
Caucasian (non-Hispanic)*	102,904	74.0%	95,539	53.1%
Hispanic Origin	24,613	17.7%	37,731	21.0%
African-American	695	0.5%	2,334	1.3%
American Indian	681	0.5%	629	0.4%
Asian/Pacific Islander*	7,787	5.6%	25,453	14.1%
Other Race*	2,364	1.7%	18,352	10.2%
Total	139,044	100.0%	180,038	100.0%

*Although "Other" may contain a variety of ethnic groups, including Hispanics and Filipinos, we think it is safe to assume that in Glendale the majority of "Others" are immigrant Armenians. We also assume that the majority of Filipinos have been classified in the "Asian/Pacific Islanders" category. The "Caucasian (non-Hispanic)" category was tabulated by subtracting Hispanic origin from the total Caucasian category. Because some of those who responded that they were of Hispanic origin may have said they were "Other," we may be underestimating the percentage of Caucasians.

Section I.1C *Population by Age Cohorts*

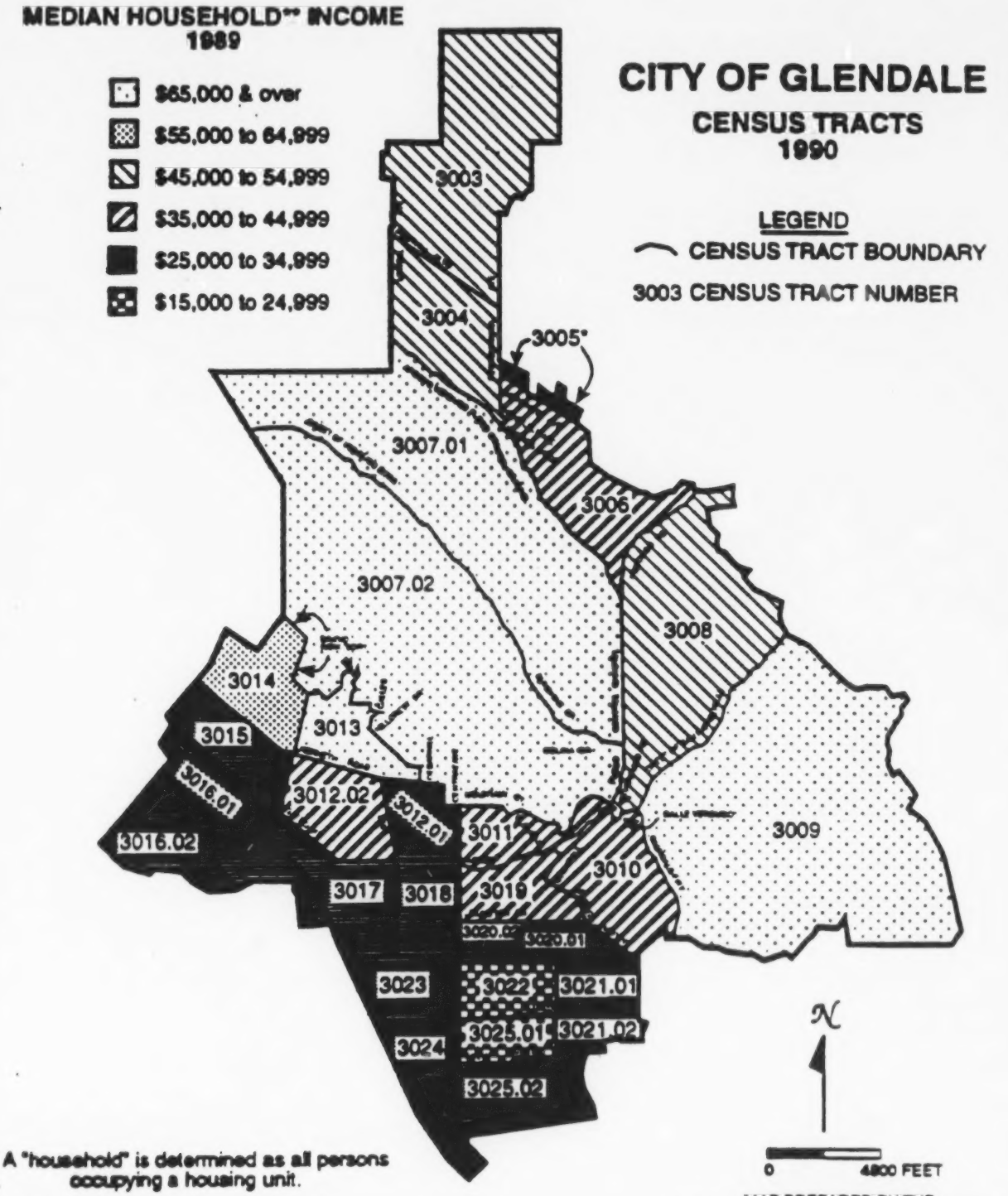
The chart below shows population growth in Glendale by age cohort. Growth in the age cohorts from 5 to 44 years of age accounted for 77% of the city's growth and is particularly important to the college. Ninety-one percent of our students fall into the ages between 17 and 44 years old. The age cohort from 25 to 44 grew by 61% from 1980 to 1990—that's twice the rate for the city as a whole. So the impact of the community's growth on the college during the 1980's was greater than the overall growth figures for the city would have suggested. While the growth in housing stock fueled the population surge in the 1980's, a birth surge will likely be the primary component of growth in the 1990's. It is possible that Glendale households will have up to 2,500 births a year during the 1990's.

Figure I.1C.01: Glendale Population by Age Cohort



Section I.1D *Income*

The map on the next page is from the Housing Authority of the City of Glendale. It is the best available household income information for the city and highlights the variations in wealth by sections of the community. Population growth continues in the central and southern sections of the city. Glendale's poverty rate grew even faster than the city during the 1980's; in 1990, 14.4% of the households are below poverty level, similar to the county rate of 15.1%.


MEDIAN HOUSEHOLD** INCOME
1989
$65,000 & over
$55,000 to 64,999
$45,000 to 54,999
$35,000 to 44,999
$25,000 to 34,999
$15,000 to 24,999
CITY OF GLENDALE
CENSUS TRACTS
1990
LEGEND
CENSUS TRACT BOUNDARY
3003 CENSUS TRACT NUMBER
3003
3004
3005*
3007.01
3006
3007.02
3008
3014
3013
3015
3016.01
3012.02
3012.01
3016.02
3011
3009
3010
3017
3018
3019
3020.02
3020.01
3023
3022
3021.01
3025.01
3021.02
3024
3025.02
N
0
4800 FEET
** A "household" is determined as all persons occupying a housing unit.
*PORTION OF CENSUS TRACT IN CITY
MAP PREPARED BY THE
CITY OF GLENDALE - GRAPHICS SECTION

SECTION I.2: AREA SCHOOL INFORMATION

Section I.2A *Area Schools*

The college draws from a wide geographical area and has a foreign student population (F1 Visa) among the ten largest at community colleges in the country. The Glendale Unified School District has, however, historically provided about forty percent of the college's freshmen each year. The Unified District, like the college, has experiencing increased cultural and linguistic diversity over the last decade.

Below is information about the enrollment of the Unified District with ethnic and language proficiency information.

Table I.2A.01: 1995-96 Glendale Unified School District Ethnic/Racial Population by School Levels

ETHNIC/RACIAL GROUP	ELEMENTARY SCHOOLS	MIDDLE SCHOOLS	HIGH SCHOOLS	TOTAL
American Indian	32	6	16	54
Black	173	62	97	332
Asian	1,759	595	1,231	3,585
Hispanic	4,051	1,027	1,904	6,982
Filipino	590	206	425	1,221
Pacific Islander	19	12	13	44
Middle Eastern	5,040	1,712	3,205	9,957
White (not Middle Eastern)	4,308	1,206	2,199	7,713
TOTAL	15,972	4,826	9,090	29,888
Limited English Proficient	9,011	1,919	3,369	14,299
Percentage LEP	56%	40%	37%	48%
Fluent English Proficient	1,894	1,548	3,096	6,538
Percent FEP	12%	32%	34%	22%
Percent Non-native Speakers of English	68.3%	71.8%	71.1%	69.7%

Section I.2B *High School Articulation*

Below is a history of the flow of high school graduates to the college over the last few years and in 1981 (the first year of available data). GCC's "take" from individual high schools varies from year to year even as most high schools have grown in size. Recruiting activity seems to have a large impact on the number of freshmen from any particular high school.

Table I.2B.01: Fall Freshmen by High School of Origin

HIGH SCHOOL	1981	1992	1993	1994	1995
Glendale	231	231	234	259	234
Hoover	174	184	180	177	188
Crescenta Valley	195	86	91	93	100
Da[illegible]	16	11	14	14	10
Burbank	45	61	53	62	46
Burroughs	33	47	50	41	47
Belmont	10	24	34	34	20
Eagle Rock	72	49	32	47	51
Fairfax	5	6	2	4	3
Francis Poly (SV)	1	9	6	8	9
Franklin	58	42	41	46	34
Grant (VN)	1	5	6	4	5
Hollywood	12	36	17	22	9
La Cañada	5	21	15	6	10
Lincoln	4	11	23	7	16
Los Angeles	0	7	12	7	3
Marshall	68	89	71	63	98
North Hollywood	2	4	5	10	13
T. Roosevelt	0	6	24	6	3
Verdugo Hills	43	35	25	40	31
Alhambra				15	20
Alex Pilibos	0	7	13	5	4
Bellarmine-Jefferson	21	26	26	39	17
Glendale Academy	10	6	3	6	2
Holy Family	25	20	16	21	23
Notre Dame (SO)	0	7	9	6	4
Providence	4	3	10	3	12
Ribet Academy	0	5	0	1	2
Sacred Heart	1	4	1	5	4
St. Francis	18	18	10	20	11
Village Christian	0	7	6	5	4
Others	195	285	280	261	279
Percent Glendale USD	48.4%	37.8%	39.6%	40.6%	40.5%
Percent Other	15.3%	21.1%	21.4%	19.5%	21.3%
Percent Privates	8.2%	7.7%	7.2%	8.3%	6.3%
Percent from Top 15 Schools	81.3%	71.6%	70.1%	73.2%	71.3%
Total Freshmen	1,274	1,353	1,309	1,337	1,312

SECTION II
STUDENT ACCESS

SECTION II.1: ENROLLMENT STATISTICS

This section includes enrollment trends and a review of the support and instructional programs which promote access.

Section II.1A *Enrollment Statistics—Credit Programs*

Table II.1A.01: Enrollment Status

STATUS	FALL 1993		FALL 1994		FALL 1995	
Continuing	9,916	68.4%	9,515	67.2%	8,504	62.5%
New	3,396	23.4%	3,384	23.9%	3,615	26.6%
Returning	1,185	8.2%	1,257	8.9%	1,478	10.9%
Total	14,497	100.0%	14,156	100.0%	13,597	100.0%

Table II.1A.02: Student Enrollment by Age Cohort

AGE	FALL 1993		FALL 1994		FALL 1995	
20 & Under	4,426	30.5%	4,377	30.9%	4,130	30.4%
21 - 25	3,968	27.4%	3,870	27.3%	3,689	27.1%
26 - 30	1,964	13.5%	1,864	13.2%	1,820	13.4%
31 - 50	3,663	25.3%	3,612	25.5%	3,521	25.9%
51 & Over	476	3.3%	433	3.1%	436	3.2%
Total	14,497	100.0%	14,156	100.0%	13,597	100.0%

Mean Age: 27.3 years
Median Age: 24.0 years

Table II.1A.03: Student Enrollment by Gender

GENDER	FALL 1993		FALL 1994		FALL 1995	
Male	6,270	43.3%	6,005	42.4%	5,728	42.1%
Female	8,227	56.7%	8,151	57.6%	7,869	57.9%
Total	14,497	100.0%	14,156	100.0%	13,597	100.0%

Figure II.1A.01: Age Cohorts by Gender, Fall 1995

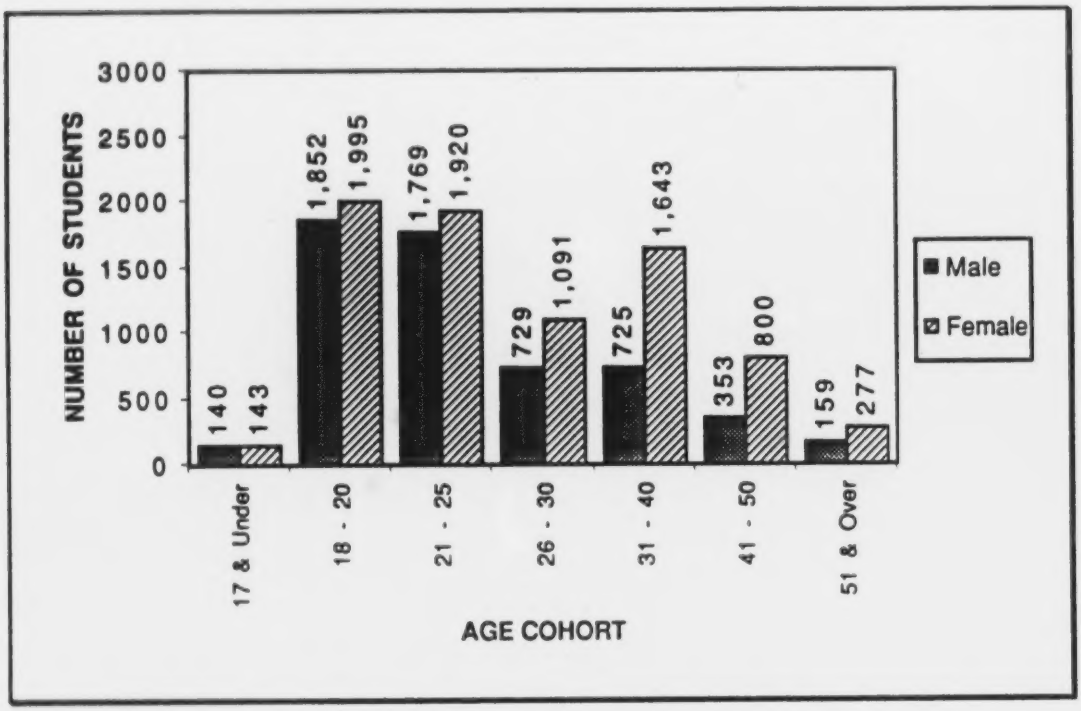


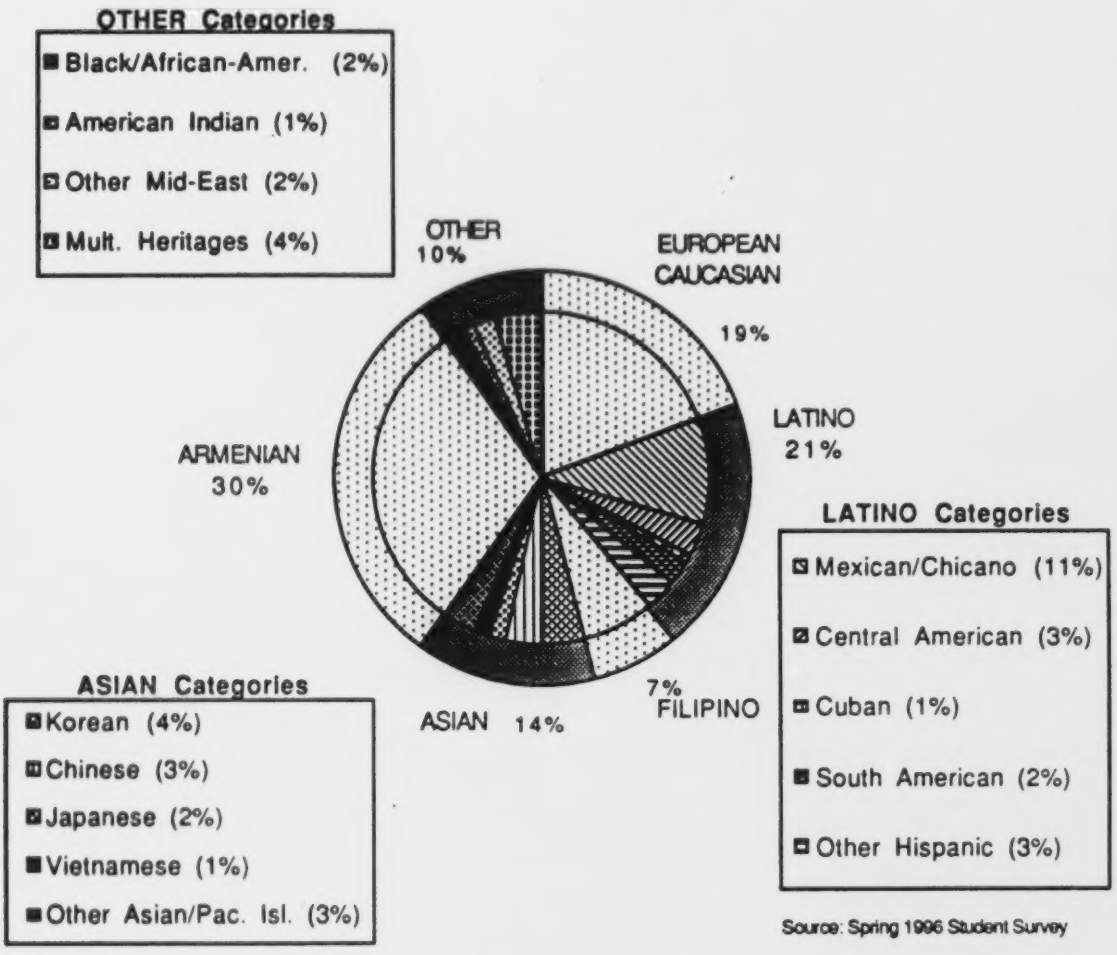
Table II.1A.04: Credit and Non-Credit Enrollment Trends

	FALL 1993		FALL 1994		FALL 1995	
Full-Time Credit	3,359	15.6%	4,166	20.4%	4,196	21.6%
Part-Time Credit	11,138	51.7%	9,990	48.9%	9,401	48.4%
Non-Credit	7,061	32.7%	6,276	30.7%	5,817	30.0%
Total	21,558	100.0%	20,432	100.0%	19,414	100.0%

Table II.1A.05: Credit Enrollment by Day, Evening, or Both

	FALL 1993		FALL 1994		FALL 1995	
Night	4,338	29.9%	4,190	29.6%	3,909	28.8%
Day	5,878	40.5%	5,781	40.8%	5,716	42.0%
Both	4,281	29.5%	4,185	29.6%	3,972	29.2%
Total	14,497	100.0%	14,156	100.0%	13,597	100.0%

Figure II.1A.02: 1996 Spring Student Survey Ethnicity (Credit Students)



Source: Spring 1996 Student Survey

Table II.1A.06: Credit Enrollment by Ethnicity (Federal Categories)

ETHNICITY	FALL 1993	FALL 1994	FALL 1995
Caucasian	52.7%	52.6%	52.2%
Hispanic	23.4%	23.7%	24.0%
Asian	14.2%	14.3%	13.5%
Filipino	6.1%	6.2%	6.4%
African-American	1.9%	2.4%	2.3%
American Indian	0.5%	0.5%	0.5%
Other	1.1%	0.8%	1.1%

NOTE: Caucasian category includes Armenian students.

Table II.1A.07: Credit Enrollment by Completed Course Load

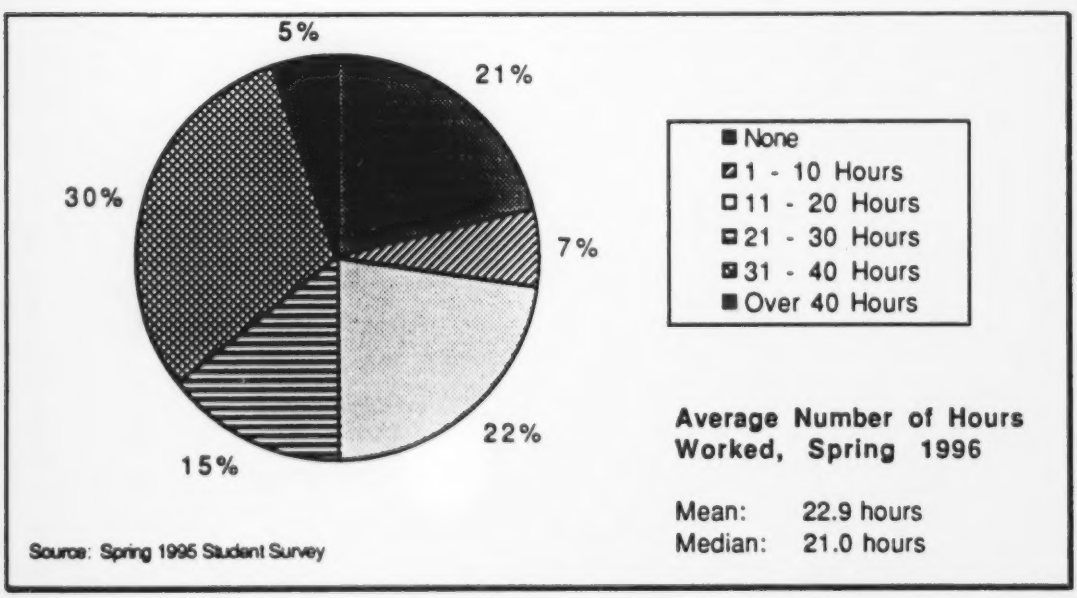
UNITS	FALL 1993		FALL 1994		FALL 1995	
0	1,770	12.2%	829	5.9%	638	4.7%
0.1 - 5.9	4,860	33.5%	4,653	32.9%	4,302	31.6%
6.0 - 11.9	4,508	31.1%	4,508	31.8%	4,461	32.8%
12.0 or More	3,359	23.2%	4,166	29.4%	4,196	30.9%

Mean Units Completed: 8.0
Median Units Completed: 7.5

Table II.1A.08: Credit Enrollment by District Status

DISTRICT	FALL 1993	FALL 1994	FALL 1995
Local	48.0%	48.4%	48.1%
Out-of-State	0.6%	0.5%	0.4%
International	3.7%	3.4%	3.2%
Other Foreign	0.8%	0.6%	0.7%
LA District	41.2%	41.9%	41.8%
Other Districts	5.7%	5.2%	5.8%

Figure II.1A.03: Number of Hours Worked by Students, 1996 Spring Student Survey

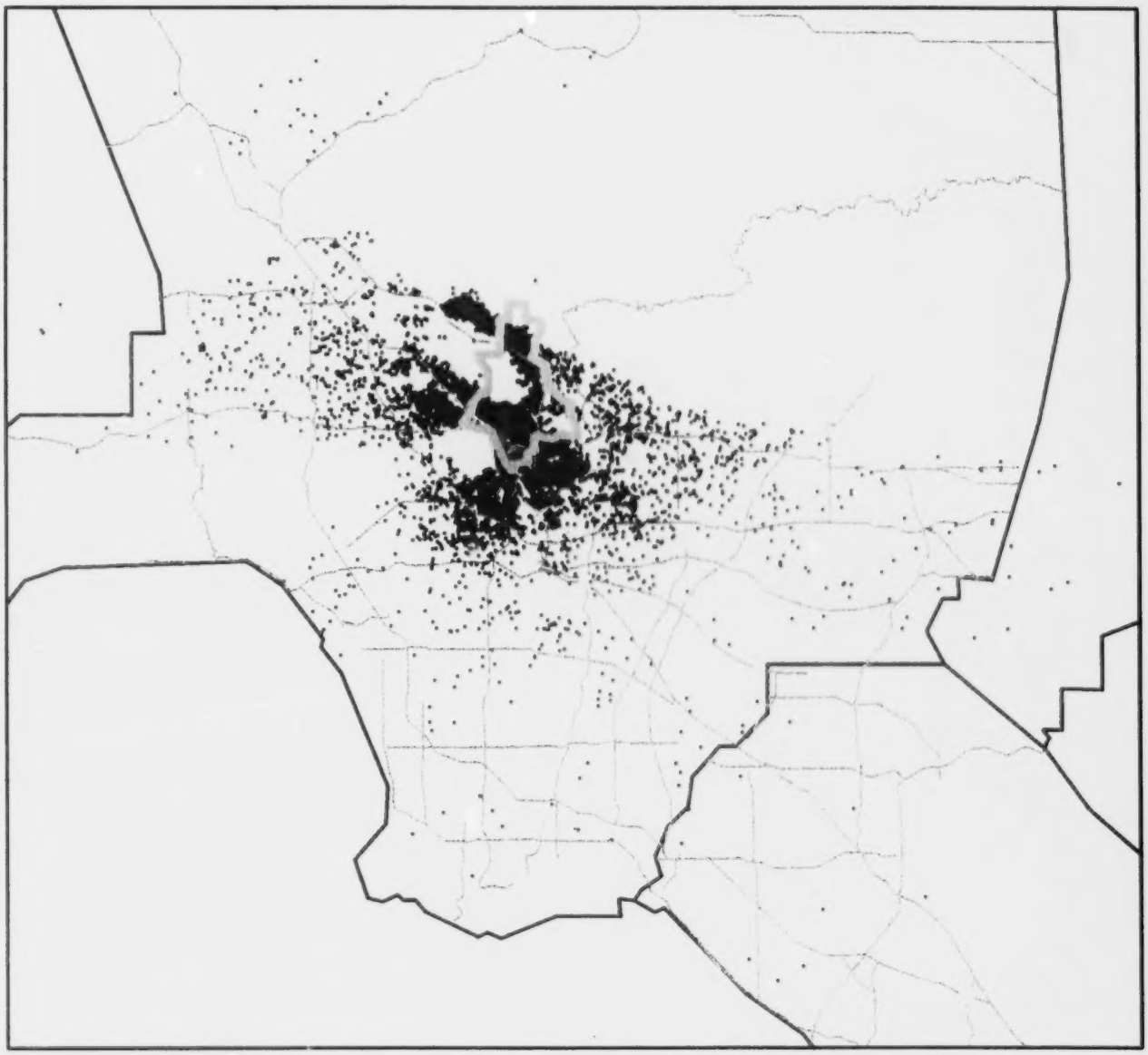


Section II.1AA *(GIS) Maps of Enrollment*

In *Campus Profile '90*, a map was provided to help visualize the residences of our students -- at the time mapping programs essentially allocated dots to the residential zip code area of the students. Since 1990, mapping programs have evolved to the point that desktop personal computers can be loaded with detailed street-level maps and the location of an address has become exact. These geographic information systems (GIS) are used extensively in marketing and, of course, politics. The following pages were plotted using GIS software and the enrollment records of GCC students from fall 1995. While reducing the map size blurs the specificity within the immediate area of the college, an overall pattern can be seen. The major transportation routes become arteries delivering students to the campus. Our credit students clearly make choices among the area community colleges. Our non-credit students, perhaps because of economic and transportation limitations, are nearer and more concentrated around the ACTC site.

Glendale Community College

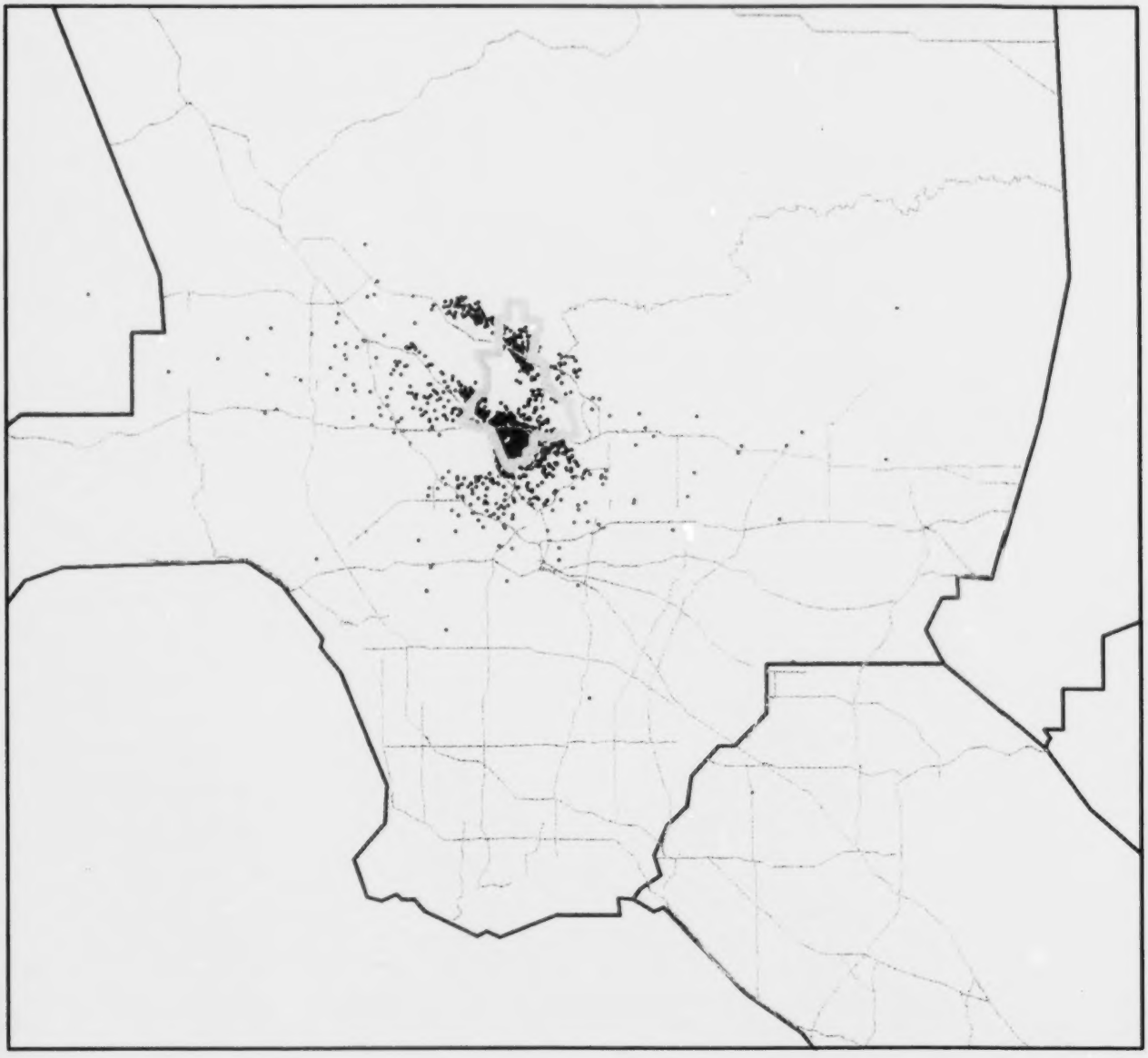
Fall 1995 Credit Enrollment



- Credit Students
- Counties
- Highways
- Glendale District

Glendale Community College

Fall 1995 Non-Credit Enrollment



- Non Credit Students
- Counties
- Highways
- Glendale District

SECTION II.1B *Enrollment Statistics--Non-Credit Programs*

The data demands made on non-credit programs have been far different than those made on credit programs, and—in comparison to credit data—the quality of our non-credit enrollment data is poor. In general, for any particular variable, 25% of the non-credit student data files have missing or invalid information. The presentation of the following information is based on available information with extrapolation for missing or invalid responses for 1992. For 1993 and forward, actual MIS data has been reported.

Table II.1B.01: Enrollment in Non-Credit Classes by Gender

GENDER	FALL 1993		FALL 1994		FALL 1995	
Male	1,581	22.4%	1,455	23.2%	1,565	26.9%
Female	4,049	57.3%	3,630	57.8%	3,294	56.6%
Unknown	1,431	20.3%	1,191	19.0%	958	16.5%
Total	7,061	100.0%	6,276	100.0%	5,817	100.0%

Figure II.1B.01: Non-Credit Enrollment by Age Cohort

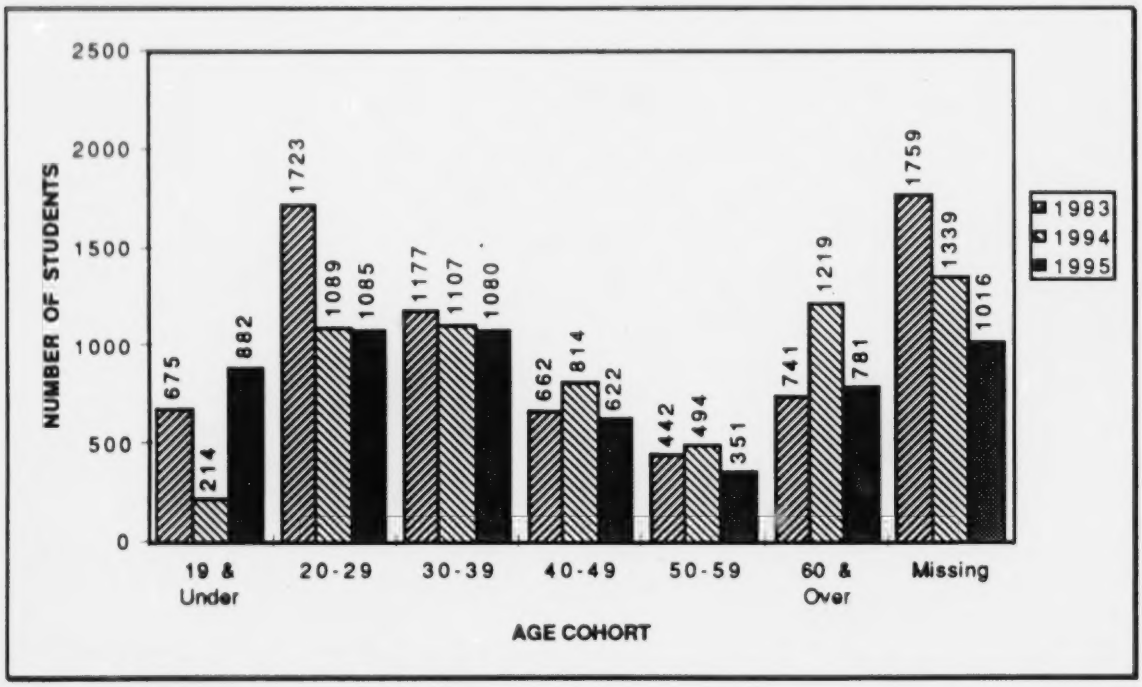


Table II.1B.02: Non-Credit Enrollment by Ethnicity

ETHNICITY	FALL 1993	FALL 1994	FALL 1995
American Indian	0.2%	0.2%	0.2%
Asian/Pac. Isl.	8.6%	9.3%	8.3%
African-American	0.8%	0.8%	0.8%
Caucasian	37.0%	35.1%	30.0%
Hispanic	22.9%	22.9%	24.9%
Filipino	1.6%	2.4%	2.5%
Other	5.6%	6.5%	7.9%
Missing	23.3%	22.7%	25.3%

NOTE: Caucasian category includes Armenian students.

Table II.1B.03: Non-Credit Enrollment by Visa Type

VISA	FALL 1993	FALL 1994	FALL 1995
US Citizen	35.3%	31.2%	22.9%
No Visa	3.3%	3.3%	2.6%
Permanent Resident	21.7%	25.5%	27.4%
Refugee	1.1%	1.0%	1.7%
Student Visa	0.8%	0.7%	0.6%
Other	12.0%	13.8%	17.1%
Amnesty	n/c	n/c	n/c
Missing	25.8%	24.5%	27.7%

Table II.1B.04: Non-Credit Enrollment by District Status

STATUS	FALL 1993	FALL 1994	FALL 1995
GCCD Resident	57.4%	59.9%	64.6%
Other/Unknown	42.6%	40.1%	35.4%

Section II.2: STUDENT NEEDS

Students arrive at the college with a variety of educational backgrounds and support needs. The college seeks to provide students with information and support.

Section II.2A *Assessment and Placement Results, 1995-96*

Table II.2A.01: Percentages of Students Placed Into Chemistry, English, ESL, and Math Courses, 1995-96

Chemistry Placement

Total Number Placed	174
Approved for CHEM 110	16.1%
Approved for CHEM 101, Recommended CHEM 110	17.8%
Fully Qualified for CHEM 101	66.1%

English Placement: Composition

Total Number Placed	4,086
Missing Placement	8.9%
ENGL 189	9.8%
ENGL 191	9.7%
ENGL 120	47.3%
ENGL 101	24.3%

ESL Placement: Grammar/Composition

Total Number Placed	2,301
ESL 111	29.6%
ESL 121	35.5%
ESL 131	24.1%
ESL 141	10.3%
ESL 151	0.2%
Undetermined	0.2%

ESL Placement: Listening/Speaking

Total Number Placed	2,074
ESL 115	11.9%
ESL 125	32.2%
ESL 135	21.2%
ESL 145	21.8%
ESL 155	10.2%
Exempt	2.7%

Mathematics Placement

Total Number Placed	4,702	Course Options
MATH Level 1	22.0%	Math 151, 152
MATH Level 2	11.1%	Math 153
MATH Level 3	27.5%	Math 141, 145
MATH Level 4	20.6%	Math 101, 140, 115
MATH Level 5	7.9%	Math 100, 102, 110, 111, 112, 135, 136
MATH Level 6	3.8%	Math 103
Unknown	7.2%	

Section II.2B *Financial Aid*

Table II.2B.01: Number and Percentage of Students Awarded Financial Aid

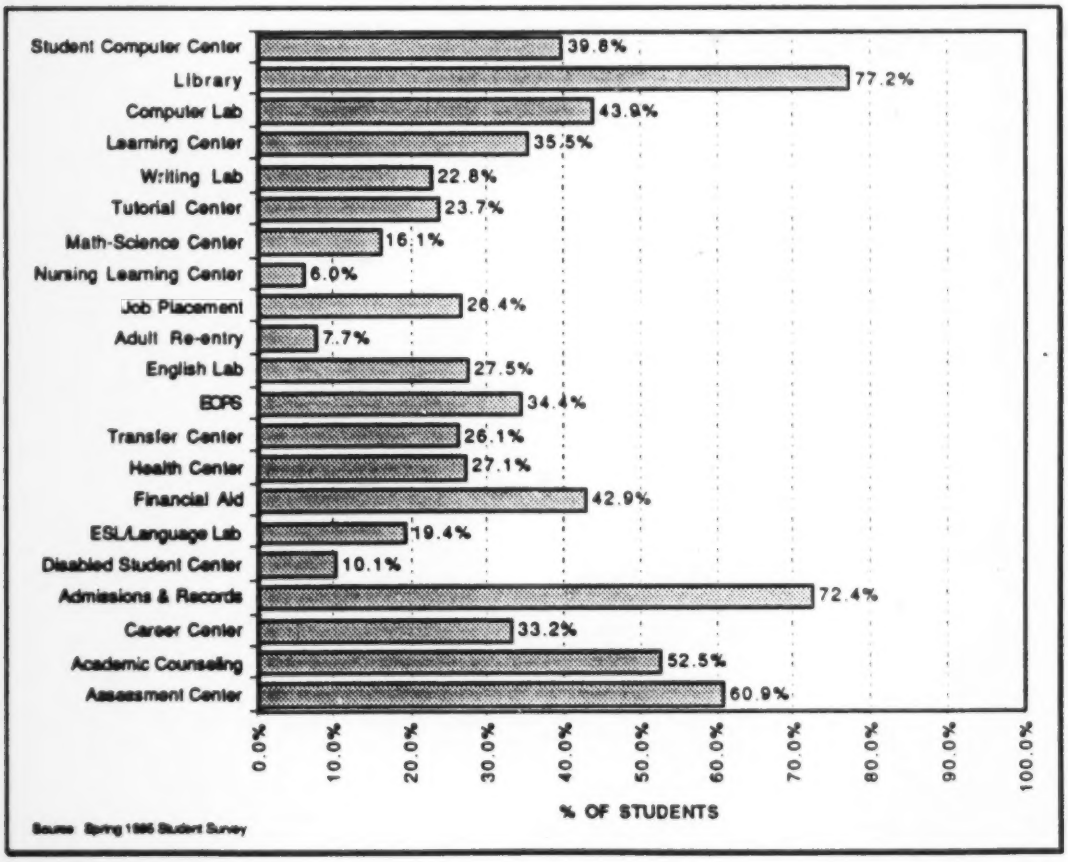
	FALL 1993	FALL 1994	FALL 1995
Number with Financial Aid	4,393	4,752	5,030
Percentage with Financial Aid	30.3%	33.6%	37.0%

Table II.2B.02: Financial Aid Summary

	1994-95	1995-96
Total Financial Need	$25,162,595	$24,894,291
Total Aid Awarded	8,971,334	9,244,495
Unmet Need	16,191,261	15,649,796
Total Aid Recipients	6,269	6,671

Section II.2C *Programs Designed to Increase Student Access and Success*

Figure II.2B.01: Use of Support Services, 1995 Spring Student Survey



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Section II.2D *ESL and Basic Skills Course Offerings*

The following tables show Enrollment, Retention, and Success in ESL and basic skills classes. The numbers of enrollments for such classes are listed in the *Enrollments* rows of the tables. *Retention* refers to completion of the class with any grade other than W (withdraw). *Success* refers to completion of the class with a grade of A, B, C, or Credit.

Table II.2D.01: Enrollment in ESL Classes

	FALL 1993		FALL 1994		FALL 1995	
	Number	% Enroll	Number	% Enroll	Number	% Enroll
ESL Enrollments	2,718	100.0%	2,694	100.0%	2,839	100.0%
Retention	2,604	95.8%	2,521	93.6%	2,612	92.0%
Success	1,991	73.2%	1,910	70.9%	2,021	71.2%

NOTE: "% Enroll" column refers to the retention and success rates of students enrolled in ESL classes.

Table II.2D.02: Enrollment in Basic Skills Classes*

	FALL 1993		FALL 1994		FALL 1995	
	Number	% Enroll	Number	% Enroll	Number	% Enroll
Basic Skills Enrollments	1,211	100.0%	1,399	100.0%	1,300	100.0%
Retention	1,053	87.0%	1,205	86.1%	1,166	89.7%
Success	818	67.5%	928	66.3%	891	68.5%

*This is the "matriculation" definition of basic skills relative to non-special status courses:
MATH 151, 152, 153, 190, and
ENGL 181, 182, 183, 184, 185, 188, 189, 190, 191, and 192

NOTE: "% Enroll" column refers to the retention and success rates of students enrolled in basic skills classes.

SECTION III
STUDENT SUCCESS

SECTION III.1: ACADEMIC STANDARDS

Weekly Student Contact Hours (WSCH) by Division

In the past we have reported WSCH totals based on an estimated equivalent developed using the funding formula calculating ADA (Average Daily Attendance). The funding formula has changed, the college is now funded on FTES (Full-Time Equivalent Students) which the college actually calculates by hand. The state MIS system, however, requires that the college submit the basic accounting information to the Chancellor's Office so that the process can become automated at some point. Consequently, the Data Processing Unit staff are working to develop this report and in the process produce a new (and improved) way of reporting FTES at the division, department, and/or course level.

SECTION III.2: COURSE TAKING

Retention is recorded by comparing the number of students in the class at the first census with the number of students at the end of the semester. A successful student is one who completes the class with a grade of "A," "B," "C," or "Credit." The table below provides division-level information.

Figure III.2.01: Fall 1995 Enrollments, Retention, and Success by Division

DIVISION	ENROLLMENTS	RETENTION		SUCCESS	
		Number	Rate	Number	Rate
Allied Health	684	605	88.5%	547	80.0%
Biology	1,009	860	85.2%	687	68.1%
Business	5,015	4,402	87.8%	3,567	71.1%
ESL	2,839	2,612	92.1%	2,021	71.2%
Visual & Perf. Arts	3,602	3,109	86.3%	2,618	72.7%
Physical Ed.	3,096	2,792	90.2%	2,487	80.3%
Language Arts	5,410	4,712	87.1%	3,842	71.0%
Math	3,494	2,892	82.8%	1,959	56.1%
Physical Science	1,371	1,212	88.4%	966	70.5%
Social Science	7,308	6,235	85.3%	4,647	63.6%
Student Dev.	1,129	1,054	93.4%	875	77.5%
Technical Ed.	2,274	2,094	92.1%	1,769	77.8%
TOTAL	37,231	32,579	87.5%	25,985	69.8%

SECTION III.3: STUDENT OUTCOMES/EQUITY

The following page shows outcome information for students of different ethnic, gender, age, disability, visa, and age groups. These categories are derived from the college's Student Equity Plan (adopted by the Board of Trustees in October, 1994). The following list describes the statistics presented in the table:

Units Attempted	The number of units, as of the census date, in which a student enrolled for the Fall 1995 semester. The *median* is the number for which half the students attempted more units and half the students attempted fewer units. The *mean* is the average number of units attempted.
Units Completed	The number of units a student completed (did not drop or withdraw) in the Fall 1995 semester.
% Zero	The percentage of students completing zero units in Fall 1995.
Spring Persistence	The percentage of students in the Fall 1995 sample who also enrolled in Spring 1996.
Completers' GPA	The Grade Point Average of students who completed more than zero units in Fall 1995.
% Zero	The percentage of students completing more than zero units who obtained a semester Grade Point Average of zero.
% "4.0"	The percentage of students completing more than zero units who obtained a semester Grade Point Average of 4.0.
Spring Persistence	The percentage of students completing more than zero units in Fall 1995 who also enrolled in Spring 1996.

Table III.3.01: Fall 1995 Collegewide Success Comparison

	Units Attempted		*Units Completed*		%	Spring	Sample		*Completers' GPA*		%	%	Spring	Sample
	Median	Mean	Median	Mean	Zero	Persist.	Size		Median	Mean	Zero	"4.0"	Persist.	Size
Collegewide	7.50	8.02	5.00	6.12	18.9%	71.8%	13,597		2.73	2.57	3.9%	16.1%	81.6%	11,024
American Indian	6.25	7.22	3.50	5.01	23.0%	73.0%	74		3.00	2.75	1.8%	19.3%	84.2%	57
Asian	9.50	9.17	6.00	7.03	18.9%	70.5%	1,831		2.68	2.58	2.2%	13.7%	79.7%	1,485
Black	8.00	8.24	4.00	5.37	25.2%	65.1%	318		2.52	2.40	5.0%	13.4%	78.2%	238
Caucasian Citizen	6.00	7.34	5.00	5.85	17.9%	70.3%	4,530		3.00	2.84	3.5%	25.0%	80.0%	3,719
Caucasian Resident	9.00	8.72	6.00	6.91	14.7%	79.4%	2,565		2.50	2.42	4.7%	9.6%	86.7%	2,188
Latino Citizen	7.00	7.66	4.00	5.25	24.0%	69.3%	2,007		2.50	2.40	4.7%	12.9%	80.8%	1,526
Latino Resident	7.00	7.57	5.00	5.45	21.9%	70.1%	972		2.40	2.34	4.6%	11.7%	81.2%	759
Latino Other	8.00	8.19	5.50	6.27	17.6%	77.8%	279		2.48	2.36	5.7%	9.6%	87.0%	230
Pilipino	9.00	8.62	6.00	6.51	18.7%	69.8%	870		2.50	2.37	3.8%	9.5%	80.1%	707
Others	5.50	6.56	4.00	4.86	23.8%	61.6%	151		2.50	2.43	5.2%	13.9%	77.4%	115
Male	8.00	8.28	5.00	6.08	20.2%	69.4%	5,728		2.56	2.48	3.7%	14.2%	79.4%	4,570
Female	7.00	7.83	5.00	6.14	18.0%	73.5%	7,869		2.86	2.64	4.0%	17.5%	83.2%	6,454
With Disability	7.00	7.48	5.00	5.85	16.6%	75.2%	741		2.92	2.60	8.1%	19.3%	83.3%	618
F-1 (Student) Visa	13.00	12.52	12.00	10.57	9.3%	74.2%	453		2.50	2.63	1.0%	4.1%	78.8%	411
Male Under 25	10.00	9.63	6.00	6.89	19.4%	73.2%	3,514		2.35	2.30	3.4%	6.9%	82.4%	2,831
Male Over 24	5.00	6.15	4.00	4.81	21.5%	63.3%	2,213		3.00	2.78	4.3%	26.0%	74.4%	1,738
Female Under 25	10.50	9.64	7.00	7.34	17.0%	76.8%	3,769		2.50	2.40	3.1%	8.1%	85.9%	3,128
Female Over 24	5.00	6.17	4.00	5.03	18.9%	70.5%	4,100		3.00	2.86	4.9%	26.5%	80.5%	3,326

SECTION III.4: CHARACTERISTICS OF GOAL-SEEKING STUDENTS

The stated educational goals of students are initially collected on the application and thereafter updated at registration.

Table III.4.01: Credit Enrollment by Educational Goal

	FALL 1993		FALL 1994		FALL 1995	
GOAL	Number	Percent	Number	Percent	Number	Percent
Transfer, No AA	2,125	14.7%	1,995	14.1%	2,004	14.7%
Transfer With AA	5,582	38.5%	5,429	38.4%	5,107	37.6%
Vocational AA	306	2.1%	306	2.2%	293	2.2%
General Ed. AA	1,377	9.5%	1,349	9.5%	1,270	9.3%
Certificate	651	4.5%	657	4.6%	589	4.3%
Maintain Job	678	4.7%	642	4.5%	630	4.6%
New Job	1,016	7.0%	1,033	7.3%	964	7.1%
Personal Interest	2,399	16.5%	2,429	17.2%	2,404	17.7%
Missing	363	2.5%	310	2.3%	336	2.5%
Total	14,497	100.0%	14,156	100.0%	13,597	100.0%

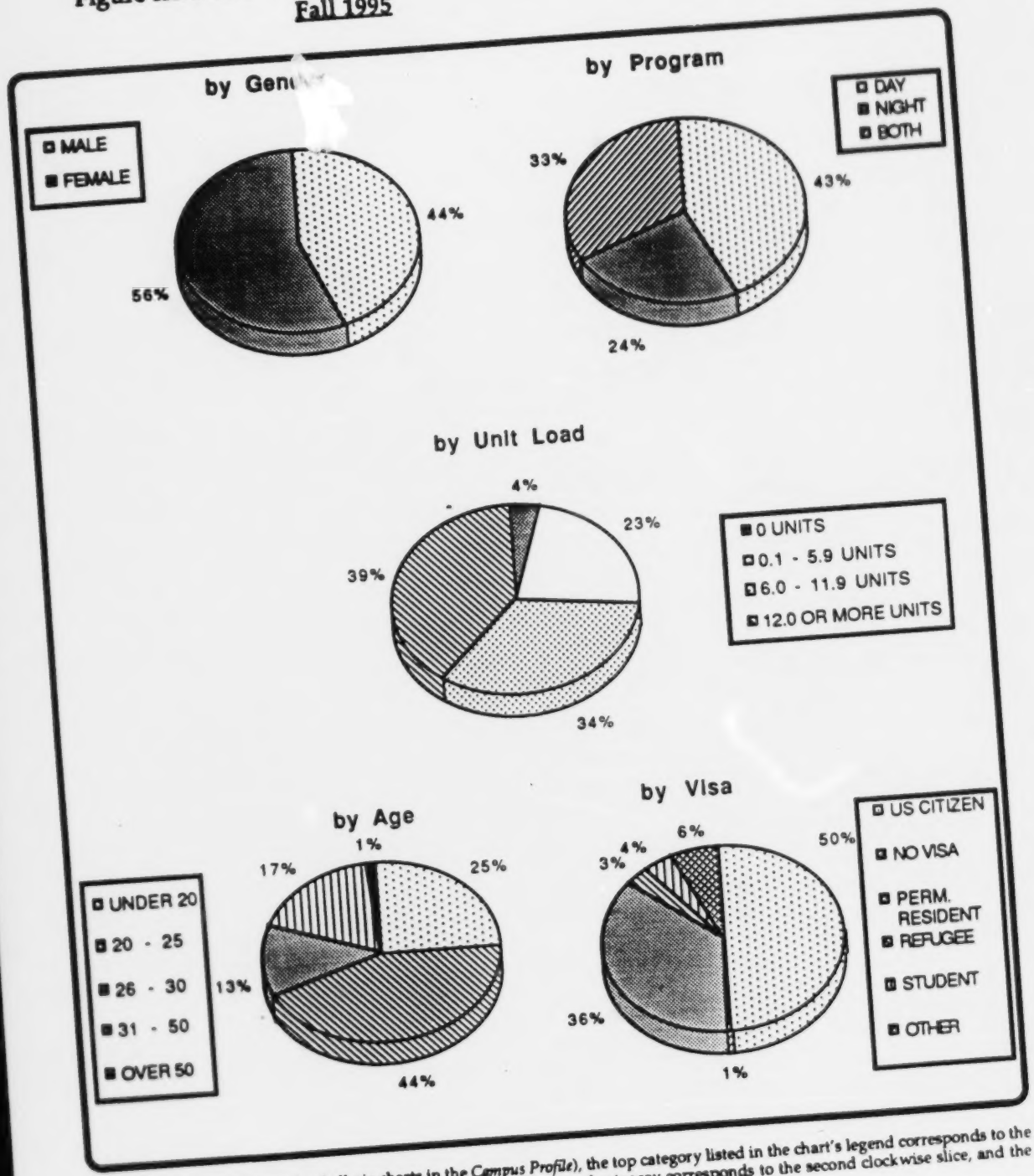
SECTION III.4A: CHARACTERISTICS OF TRANSFER GOAL STUDENTS

In Fall 1995, 7,111 students (52.3% of all credit students) stated that their educational goal was to transfer to a four-year college.

Table III.4A.01: Transfer Goal Students by Ethnicity

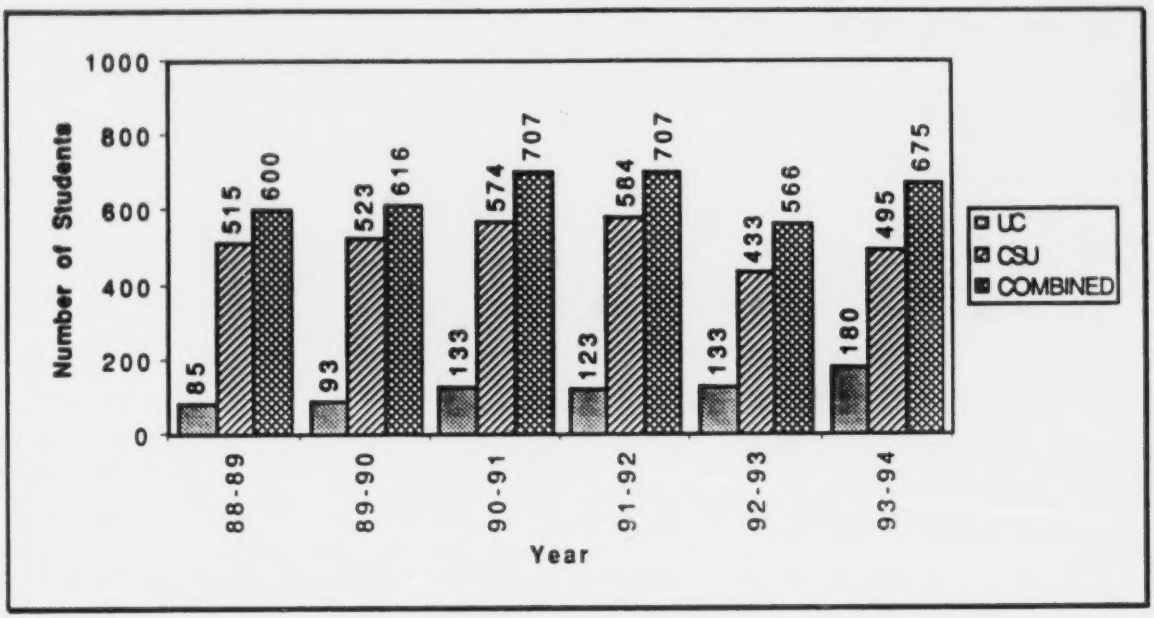
ETHNICITY	FALL 1993	FALL 1994	FALL 1995
Caucasian	50.8%	50.5%	50.0%
Hispanic	22.4%	22.7%	23.7%
Asian	16.6%	15.9%	15.3%
Filipino	6.4%	7.0%	6.9%
African-American	2.0%	2.5%	2.7%
American Indian	0.5%	0.4%	0.5%
Other	1.3%	0.9%	0.8%

Figure III.4A.01: Characteristics of Transfer Goal Students in Fall 1995



NOTE: In these pie charts (and all pie charts in the *Campus Profile*), the top category listed in the chart's legend corresponds to the first pie slice starting at 12 o'clock in the chart. The second category corresponds to the second clockwise slice, and the categories continue clockwise around the pie.

Figure III.4A.02: Transfers to UC and CSU



SECTION III.4B: CHARACTERISTICS OF VOCATIONAL PREPARATION STUDENTS

In Fall 1995, 1,120 students (8.2% of all credit students) said their educational goal was to obtain a vocational degree or certificate.

Figure III.4B.01: Percent of Students with Vocational Preparation Goals, 1985 - 1995

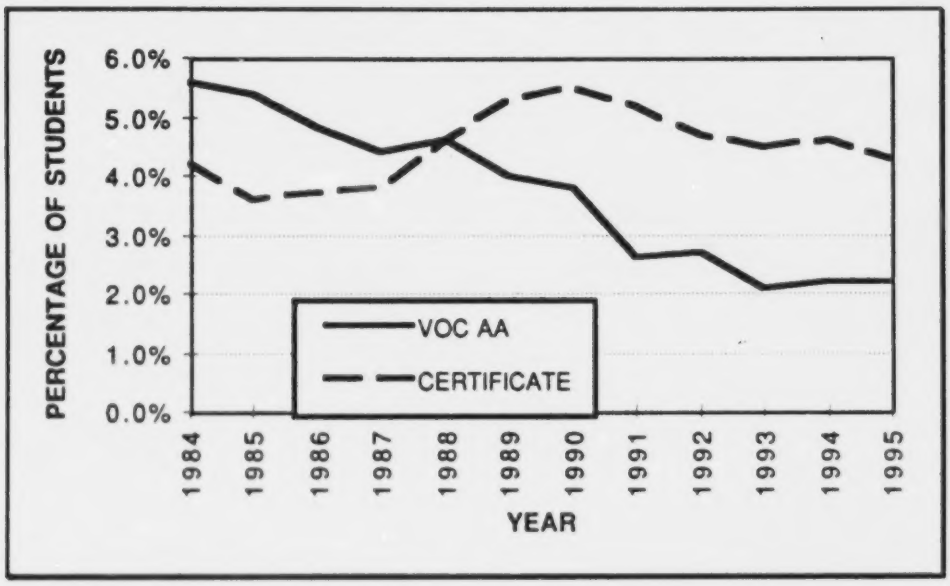
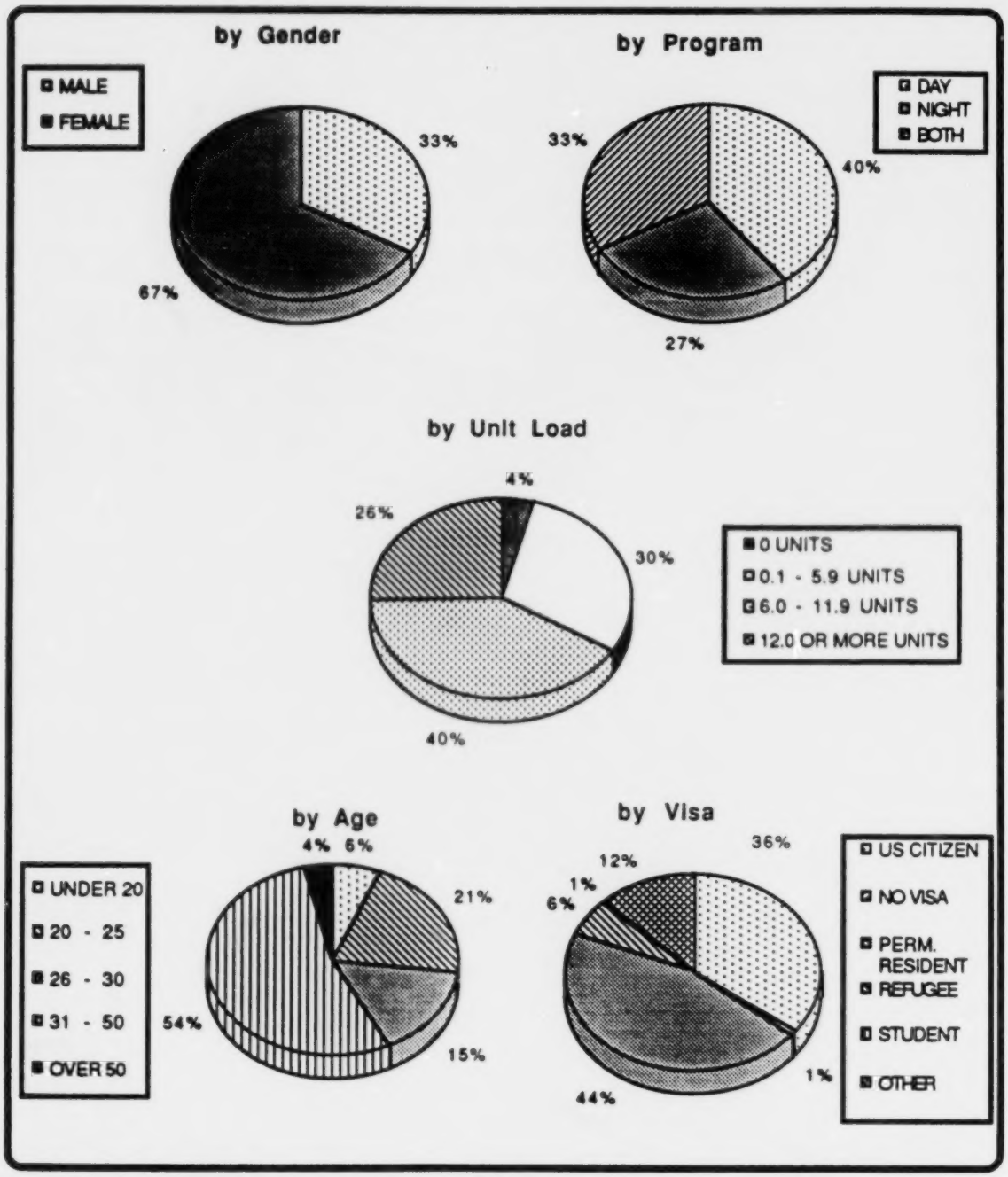


Table III.4B.01: Vocational Preparation Students by Ethnicity

ETHNICITY	FALL 1993	FALL 1994	FALL 1995
Caucasian	62.9%	67.1%	65.8%
Hispanic	22.7%	20.8%	21.6%
Asian	6.8%	5.8%	5.7%
Filipino	4.8%	3.7%	4.3%
African-American	1.4%	1.8%	2.0%
American Indian	0.2%	0.2%	0.0%
Other	1.3%	0.6%	0.6%

Figure III.4B.02: Characteristics of Vocational Preparation Students in Fall 1995



NOTE: In these pie charts (and all pie charts in the *Campus Profile*), the top category listed in the chart's legend corresponds to the first pie slice starting at 12 o'clock in the chart. The second category corresponds to the second clockwise slice, and the categories continue clockwise around the pie.

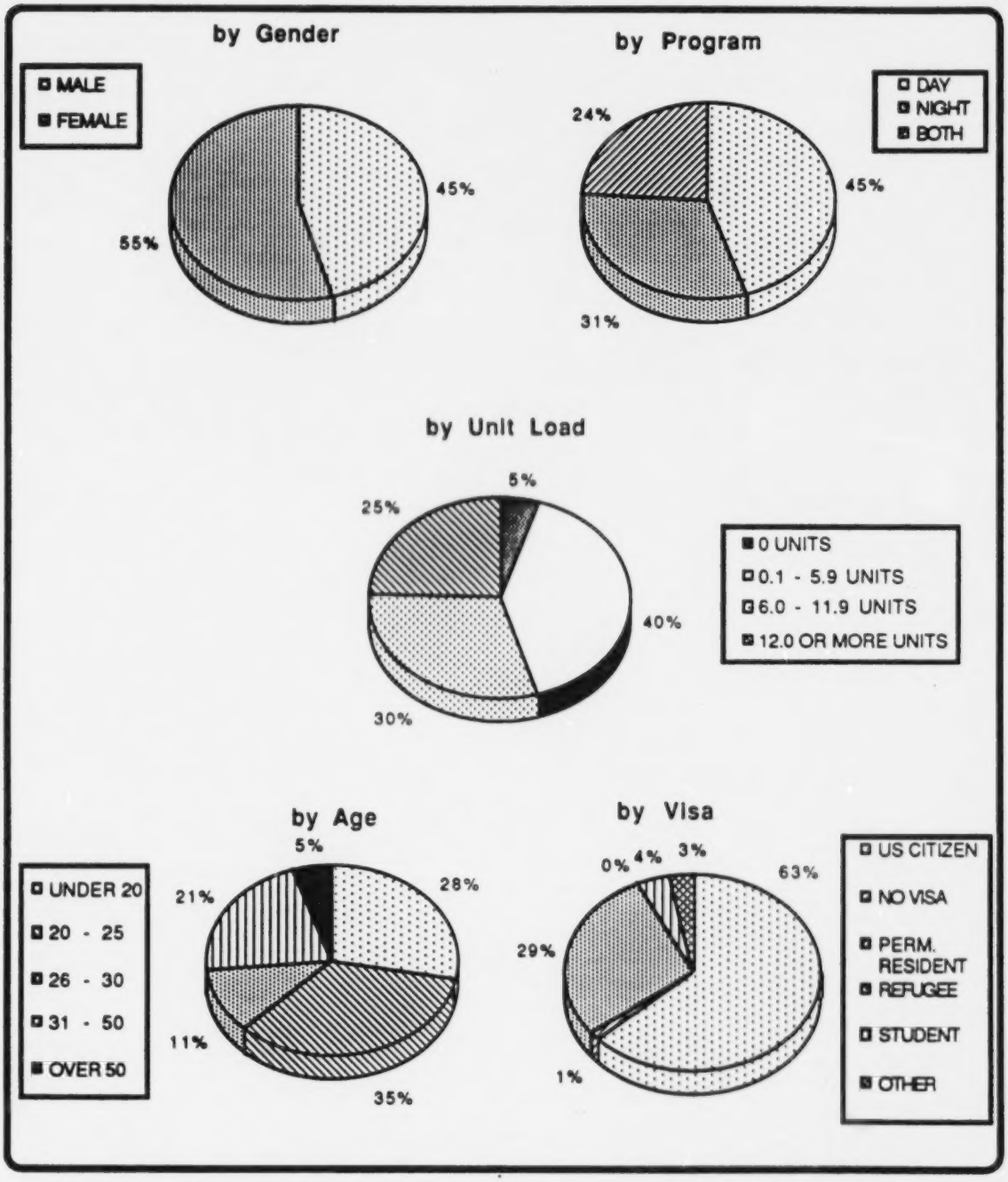
SECTION III.4C: CHARACTERISTICS OF PERSONAL INTEREST STUDENTS

In Fall 1995, 2,404 students (17.7% of all credit students) stated that their educational goal was personal interest.

Table III.4C.01: Personal Interest Students by Ethnicity

ETHNICITY	FALL 1993	FALL 1994	FALL 1995
Caucasian	51.9%	50.3%	49.4%
Hispanic	25.6%	26.7%	26.9%
Asian	14.7%	14.6%	15.0%
Filipino	4.9%	5.0%	5.4%
African-American	1.8%	2.3%	2.1%
American Indian	0.5%	0.4%	0.6%
Other	0.5%	0.7%	0.7%

Figure III.4C.01: Characteristics of Personal Interest Students in Fall 1995



NOTE: In these pie charts (and all pie charts in the *Campus Profile*), the top category listed in the chart's legend corresponds to the first pie slice starting at 12 o'clock in the chart. The second category corresponds to the second clockwise slice, and the categories continue clockwise around the pie.

SECTION III.5: DEGREES COMPLETED

Figure III.5.01: Number of Degrees Completed

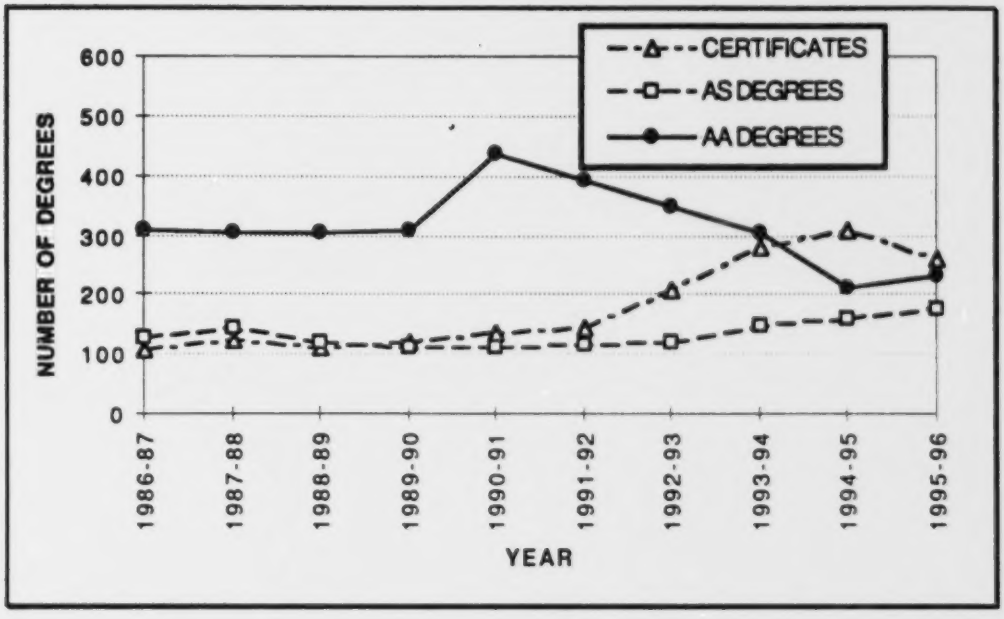


Table III.5.01: Degrees and Certificates Awarded by Gender, 1995-96

	AA DEGREES		AS DEGREES		CERTIFICATES	
GENDER	Number	Percent	Number	Percent	Number	Percent
Male	77	32.9%	45	25.1%	75	28.7%
Female	157	67.1%	134	74.9%	186	71.3%
Total	234	100.0%	179	100.0%	261	100.0%

Table III.5.02: **Degrees and Certificates Awarded by Ethnicity, 1995-96**

	AA DEGREES		AS DEGREES		CERTIFICATES	
ETHNICITY	Number	Percent	Number	Percent	Number	Percent
Caucasian	103	44.0%	104	58.1%	158	60.5%
Hispanic	44	18.8%	23	12.8%	33	12.6%
Asian	54	23.1%	30	16.7%	43	16.5%
Filipino	6	2.6%	13	7.3%	11	4.2%
African-American	2	0.9%	1	0.6%	8	3.1%
American Indian	13	5.6%	2	1.1%	6	2.3%
Other	9	3.8%	1	0.6%	1	0.4%
Unknown	3	1.3%	5	2.8%	1	0.4%
Total	234	100.0%	179	100.0%	261	100.0%

Section III.5A *Associate in Arts Degrees*

Table III.5A.01: Associate in Arts Degrees Completed, 1993-1996

MAJOR	*1993-94* AA	*1994-95* AA	*1995-96* AA	3-Year Total
Applied Arts	103	42	25	170
Biological Science	3	3	7	13
Business Administration	5	8	7	20
Choreographic Studies & Dance Techniques	0	0	0	0
English	1	0	2	3
Foreign Language: Spanish	1	1	4	6
Foreign Language: French	0	2	0	2
Foreign Language: Two Languages	0	0	0	0
Humanities	122	67	45	234
Interdisc. Hum.: East-West Cult. and Civ.	0	0	0	0
Interdisc. Hum.: Creativity	0	0	0	0
Interdisc. Hum.: American Res. to Other Cult.	0	0	1	1
Liberal Arts	13	15	51	79
Mathematics	0	2	2	4
Media/Communications: Journalism	0	0	1	1
Media/Communications: Television	0	1	0	1
Music	0	1	2	3
Physical Education	0	2	1	3
Physical Sciences	0	0	0	0
Science	25	26	16	67
Social Science	11	35	61	107
Speech/Communication	2	2	1	5
Theatre Arts: Theatre Arts	0	0	0	0
Theatre Arts: Acting	0	0	0	0
Visual Arts: Art History	0	0	0	0
Visual Arts: Two-Dimensional	2	3	3	8
Visual Arts: Advertising Art	0	0	0	0
Visual Arts: Three-Dimensional	2	3	5	10
Visual Arts: Art History	0	0	0	0
Total	290	213	234	737

NOTES:

1) *Italicized* majors are no longer offered; they do not appear in the 1995-96 Catalog.

2) If a table cell contains a zero (0), no degrees or certificates were awarded for that major in that year (but the degree or certificate was offered).

3) If a table cell is blank, no degrees or certificates were awarded for that major in that year, and a degree or certificate for that major was not offered in that year.

Section III.5B *Certificates and Associate in Science Degrees*

Table III.5B.01: Certificates and Associate in Science Degrees Completed, 1993-1996

MAJOR	93-94 AS	93-94 Cert.	94-95 AS	94-95 Cert.	95-96 AS	95-96 Cert.	3-Year Total
Accounting	16	13	28	28	41	27	153
Administration of Justice	3	8	5	8	5	4	33
Advertising Art	2	4	2	7	4	0	19
Apprentice Electronics Technician		0		1		3	4
Architectural Drafting and Design	2	6	1	0	3	1	13
Art	0	3	1	7	0	3	14
Art History	0	0	0	1	0	0	1
Aviation and Transp.: FAA Powerplant & Airframe License	4	8	2	1	2	11	28
Aviation and Transp.: FAA Powerplant License		0		0		1	1
Aviation and Transp.: Aviation Administration	1	1	2	1	1	2	8
Aviation and Transp.: Flight Attendant		0		0		0	0
Aviation and Transp.: Pilot Training	6	2	3	5	1	1	17
Banking						1	1
Bookkeeping	3	13	7	12	4	19	58
Business Admin.: Financial Planning and Investment	0	0	0	1	1	0	2
Business Admin.: General Business	2	3	4	8	3	3	23
Business Admin.: International Business	4	1	2	9	8	4	28
Business Admin.: Small Business	1	3	1	4	2	2	13
Business: Banking Operations			1				1
Business: Data Processing				1			1
Business: General		1	1				2
Business: General Office	1	1	3	2	2		9
Business: Secretary, Executive		1					1
Business: Secretary, General		1		1			2
Business: Secretary, Legal	3	2	3	2		1	11
Business: Word Processing Specialist	1						1
Ceramics	0	0	0	1	0	1	2
Child Development/Teaching: Infant Toddler	1	2	2	4	0	2	11
Child Development/Teaching: Nursery School	4	5	6	15	6	10	46
Child Development/Teaching: School Age Extended Care	3	0	1	2	0	3	9
Choreographic Studies & Dance Technique	2	3	1	2	0	1	9
Clerical Trainee		1		0		0	1
Computer Information Systems: Large System Computing	0	0	0	1	0	2	3
Computer Information Systems: Microcomputer	0	3			1	3	7
Computer Information Systems: Programming	1	2	1	2	6	2	14
Computer Numerical Control Technician	0	1	0	0	0	0	1
Computer Operations Technician		0		0		0	0
Computer Programming Technician		0		0		0	0
Computer Repair Technician		7		3	0	1	11
Computer Science	3	2	0	0	3	2	10
Computer Software Technician	0	3	1	4	0	2	10

(table continued on next page)

MAJOR	93-94 AS	93-94 Cert.	94-95 AS	94-95 Cert.	95-96 AS	95-96 Cert.	3-Year Total
Cosmetology	0	0	0	0	0	0	0
Data Processing: Large System Computing	0	0		2			2
Data Processing: Programming	0	0	4	4	1	1	10
Data Processing: Small Business		1	1				2
Desktop Publishing		0		0		0	0
Dietary Service Supervisor	0	10		12	0	17	39
Drafting/Electro-Mechanical Design	0	2	4	4	2	3	15
Electro/Mechanical Fabrication Technician					0	0	0
Electronics and Comp. Tech.: Automation Sys. Tech.	0	1	0	2	0	3	6
Electronics and Comp. Tech.: Automation Technologist	1			1			2
Electronics and Comp. Tech.: Computer Systems Specialist		1	1	1			3
Electronics and Comp. Tech.: Computer Systems Tech.	0	1	1	5	0	4	11
Electronics and Comp. Tech.: Electronics Eng. Technician	4	3	1	6	0	3	17
Electronics and Computer Technology	1	1					2
Escrow	0	1	0	14	0	1	16
Fashion Design	1	8	3	1	1	0	14
Fire Technology	0	1	0	26	0	1	28
Food Service Management	1	17	0	0	2	19	39
International Business Specialist		0		0		0	0
Machine and Manufacturing Technology: Machinist	0	0	0	1	0	0	1
Machine and Manufacturing Technology: Manu. Tech.		0		1		0	1
Machinist	1		1				2
Management	2	5	3	6	8	2	26
Manufacturing Engineering	0	0	0	1	0	0	1
Manufacturing Technology: Machine Operator		1					1
Manufacturing Technology: Numerical Control Tech.	1						1
Marketing	0	1	1	1	1	3	7
Marketing Specialist		0		0		0	0
Mass Communications (formerly *Journalism*)	1	0	0	1	0	0	2
Medical Administrative Services: Medical Front Office	1	1	2	7	2	2	15
Medical Administrative Services: Medical Secretary	0	0	0	1	0	0	1
Medical Administrative Services: Medical Transcription	0	1	1	1	1	1	5
Microcomputer Software Operator		0		0		0	0
Music	3	2	1	2	2	2	12
Nursing: Registered Nursing	40	0	40	0	28	0	108
Nursing: Vocational Nursing	2	30	0	13	15	28	88
Office Administration: Administrative Assistant	1	1	1	1	1	1	6
Office Administration: Executive Secretary	0	0			0	0	0
Office Administration: General Office	2	15	9	17	11	12	66
Office Administration: General Secretary	1	3		2		2	8
Office Administration: Legal Secretary	2	4	1	3	4	4	18
Office Administration: Secretary	0	0	0	0	0	0	0
Photography	0	2	1	2	1	0	6
Real Estate	0	6	3	7	2	2	20
Recreation Leadership	0	0			0	0	0
Specialist in Alcohol/Drug Studies	2	34	1	27	2	30	96

(table continued on next page)

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MAJOR	93-94 AS	93-94 Cert.	94-95 AS	94-95 Cert.	95-96 AS	95-96 Cert.	3-Year Total
Technical Graphics and Design					1		1
Television Production Technology		1					1
Television Production: Corporate Television	0	1	1	0	0	0	2
Television Production: Mass Media	2	1	2	0	0	0	5
Television Production: Videography	0	2	0	0	0	0	2
Theatre Arts-General Certificate	1	0	1	1	0	0	3
Welding, Occupational (Combination Welder)	2	5	0	3	1	5	19
Total of Certificates and AS's	135	263	162	309	179	261	1,309

NOTES:

1) *Italicized* majors are no longer offered; they do not appear in the 1994-95 Catalog.

2) If a table cell contains a zero (0), no degrees or certificates were awarded for that major in that year (but the degree or certificate was offered).

3) If a table cell is blank, no degrees or certificates were awarded for that major in that year, and a degree or certificate for that major was not offered in that year.

SECTION IV:
STAFF COMPOSITION

SECTION IV.1: PRESENT WORKFORCE

The tables below present the current workforce by gender and ethnicity. Each table represents employees in the categories of 1) management, 2) faculty, 3) professional non-faculty, 4) clerical, 5) technical/para-professional, 6) skilled craft, and 7) service/maintenance.

Table IV.1.01 Staff Composition by Gender, 1995-96

CATEGORY	MALE	FEMALE	TOTAL
1) EXEC/ADM/MGMT			
Academic	9	14	23
Classified	15	9	24
2) FACULTY			
Regular	113	86	199
Temporary	203	217	420
3) PROF/NON-FACULTY	0	11	11
4) CLERICAL/SECRETARY	13	106	119
5) TECH/PARA-PROFESSIONAL	26	63	89
6) SKILLED CRAFTS	5	0	5
7) SERVICE/MAINTENANCE	29	22	51
Total	413	528	941

Table IV.1.02 Staff Composition by Ethnicity, 1995-96

CATEGORY	Am. Indian	Asian	Black	White	His-panic	Fili-pino	TOTAL
1) EXEC/ADM/MGMT							
Academic	1	0	1	21	0	0	23
Classified	0	0	3	17	3	1	24
2) FACULTY							
Regular	1	14	5	167	11	1	199
Temporary	2	36	15	340	22	5	420
3) PROF/NON-FACULTY	0	1	0	9	1	0	11
4) CLERICAL/SECRETARY	0	5	0	99	11	4	119
5) TECH/PARA-PROFESSIONAL	0	4	3	68	13	1	89
6) SKILLED CRAFTS	0	0	1	2	1	1	5
7) SERVICE/MAINTENANCE	0	2	5	12	26	6	51
Total	4	62	33	735	88	19	941

SECTION IV.2: AB 1725 RATIOS

AB 1725 directed the community colleges to strive towards having 75% of their instruction by full-time faculty. Below are the college's ratios of full-time to part-time faculty for Fall 1995.

Table IV.2.01 AB 1725 Ratios, Fall 1995

DIVISION	FULL-TIME	PART-TIME
Allied Health	95.15%	4.85%
Biology	70.95%	29.05%
Business	47.44%	52.56%
ESL	38.64%	61.36%
Visual/Performing Arts	50.25%	49.75%
Physical Education	71.79%	28.21%
Language Arts	58.77%	41.23%
Math	53.03%	46.97%
Physical Science	80.10%	19.90%
Social Science	61.36%	38.64%
Technology/Aviation	75.38%	24.62%
Student Development	100.0%	0.0%

SECTION IV.3: STAFF DEVELOPMENT

The budget for the Staff Development program in 1995-96, including district and AB 1725 funds, was $147,820. The graphs below show the origin of funds and expenditures.

Figure IV.3.01 Staff Development Budget, 1995-96

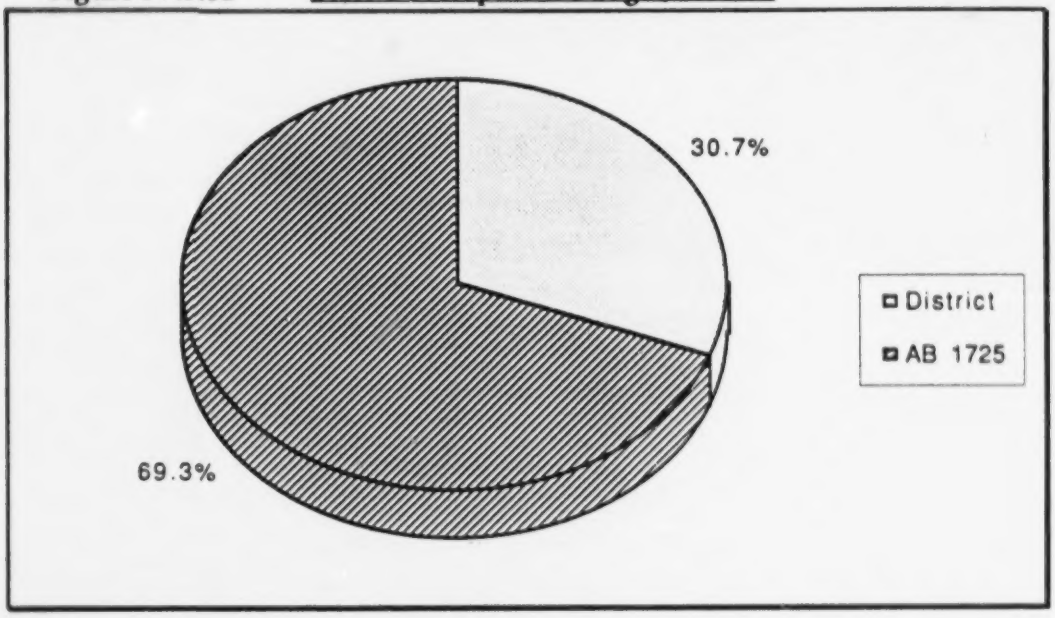
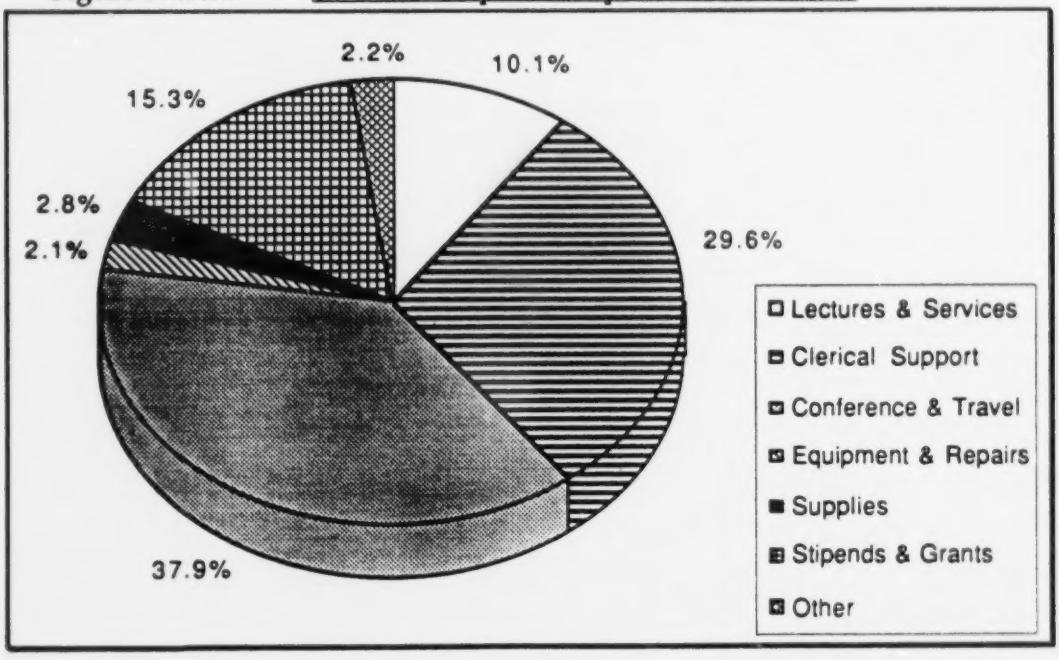
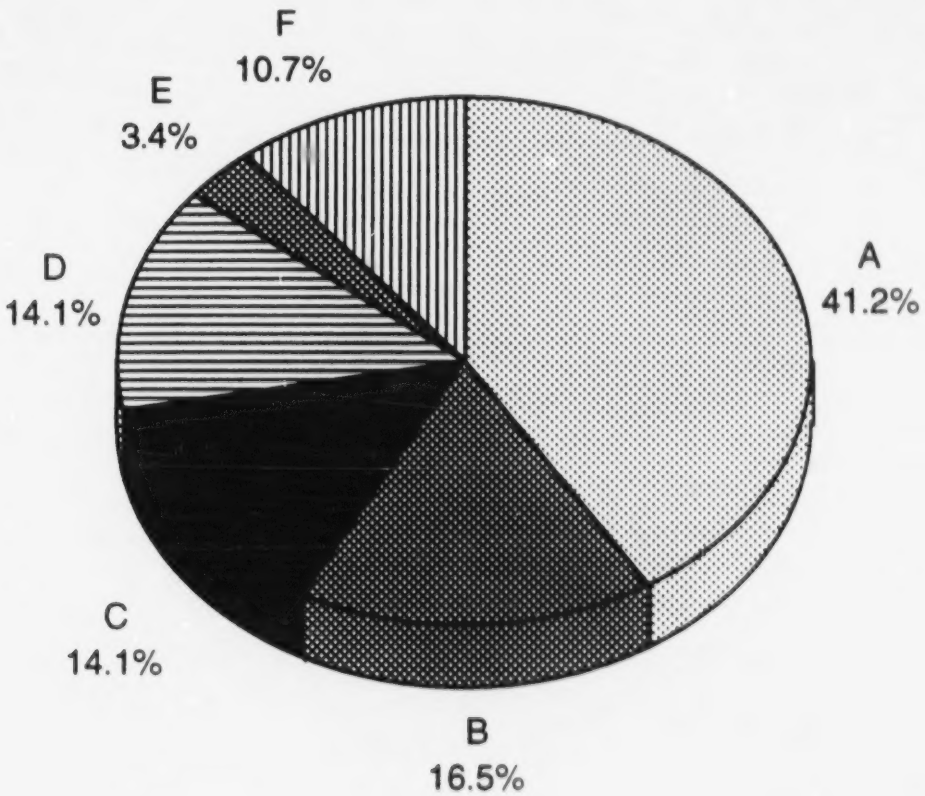


Figure IV.3.02 Staff Development Expenditures, 1995-96



For 1995-96, all full-time faculty and all but a few part-time faculty met their flex obligations. Faculty may engage in a variety of activities to enhance and improve the curriculum, their teaching, or their professional skills. The Staff Development Office analyzed a random sampling of flex forms; the reported flex activities have been grouped into the six areas below:

Figure IV.3.02 **Faculty Flex Activities, 1995-96**



LABEL	FLEX CATEGORY	
A	Workshops/Conferences for Improvement of Teaching/Curriculum	41.2%
B	Campus/Community Meetings on Common Concerns or Program Articulation	16.5%
C	Meetings/Individual Development of New Curriculum	14.1%
D	Individual Activities to Enhance Classroom Performance	14.1%
E	Workshops to Learn or Apply Technology	3.4%
F	Student Support Projects: Mentoring, Matriculation Activities	10.7%

SECTION V:
FISCAL CONDITION

SECTION V.1:. GENERAL REVENUE

The Chancellor's Office reports annually on the fiscal operations of all colleges. This information is provided to compare Glendale expenditures to statewide expenditures. The most recent information is for the fiscal year 1994-95 and comparisons between the college and statewide averages are provided.

Section V.1A*Major Revenue Sources*

The tables below present the dollar amounts of General Fund revenues available from major sources for fiscal years 1987-88 to 1994-95 for both Glendale and for all California community colleges. In 1993-94, for the first time (since the passage of Proposition 13), local revenues exceeded state revenues, and local revenues were a majority of all revenues both for the college and statewide.

Table V.1A.01: General Fund Revenues: Glendale

YEAR	STATE	LOCAL	FEDERAL	TOTAL
1987-88	21,676,896	5,320,793	950,207	$27,947,896
1988-89	23,185,794	6,650,949	1,461,287	$31,298,030
1989-90	27,440,805	6,914,064	1,571,340	$35,956,209
1990-91	26,902,798	7,827,232	1,741,019	$36,471,049
1991-92	26,661,275	8,671,499	1,847,618	$37,180,392
1992-93	22,462,608	14,086,900	1,530,518	$38,080,026
1993-94	21,621,010	24,860,781	1,957,797	$47,811,015
1994-95	14,148,430	21,089,306	1,685,822	$36,923,558

Table V.1A.02: General Fund Revenues: Statewide

YEAR	STATE	LOCAL	FEDERAL	TOTAL
1987-88	1,412,983,788	809,554,058	82,384,931	$2,304,922,777
1988-89	1,569,935,040	878,882,890	103,160,254	$2,551,978,184
1989-90	1,789,838,369	980,406,510	119,769,873	$2,890,014,752
1990-91	1,897,165,688	1,060,555,689	126,360,801	$3,084,082,178
1991-92	1,806,632,998	1,147,405,201	119,991,832	$3,074,030,031
1992-93	1,611,697,376	1,390,513,575	118,514,467	$3,120,725,418
1993-94	1,276,725,920	1,731,159,026	136,314,957	$3,144,199,903
1994-95	1,262,725,763	1,774,843,286	146,053,529	$3,183,622,578

Section V.1B *Specific GCC Revenue Sources, 1993-94*

Table V.1B.01: Specific GCC Revenue Sources, 1993-94

		$ AMOUNT	% OF TOTAL	% STATEWIDE
FEDERAL				
	Forest Reserve	$0	0.00%	0.04%
	Higher Education Act	41,556	0.11%	0.85%
	Job Training Partnership Act	693,069	1.88%	0.47%
	Student Financial Aid	226,021	0.61%	0.66%
	Veterans Educational Act	669	0.00%	0.09%
	Vocational Educational Act	523,193	1.42%	1.33%
	Other Federal Revenues	201,314	0.55%	1.44%
	SUBTOTAL	1,685,822	4.57%	4.34%
STATE				
	General Apportionment	10,544,978	28.56%	30.39%
	Apprenticeship Allowance	0	0.00%	0.14%
	Other General Apportionments	0	0.00%	0.88%
	Extended Opp. Prog. & Serv.	380,127	1.03%	1.06%
	Disabled Student Allowances	418,366	1.13%	1.02%
	Other Categorical Apportionments	1,378,431	3.73%	1.51%
	Deferred Maint. & Special Repairs	0	0.00%	0.08%
	Instructional Improvement Grants	0	0.00%	0.06%
	Other Categor. Prog. Allowances	0	0.00%	1.48%
	Homeowners Property Tax Relief	74,591	0.20%	0.58%
	Other Tax Relief Subventions	0	0.00%	0.01%
	State Lottery Proceeds	1,164,723	3.15%	2.87%
	State Mandated Costs	62,280	0.17%	0.21%
	Timber Yield Tax	0	0.00%	0.10%
	Trailer Coach Fees	0	0.00%	0.01%
	Other State Revenues	124,934	0.34%	0.21%
	SUBTOTAL	14,148,430	38.32%	40.61%
LOCAL				
	Prop. Taxes (Sec/Sup/Unsec/ERAF)	14,912,528	40.39%	40.39%
	Private Contr., Gifts, Grants, etc.	42,863	0.12%	0.18%
	Contract Services	468,339	1.27%	0.64%
	Sales	90,225	0.24%	0.20%
	Rentals and Leases	12,261	0.03%	0.25%
	Interest and Investment Income	370,074	1.00%	0.80%
	(Student Fees and Charges)			
	Community Services Classes	463,173	1.25%	0.74%
	Dormitory	0	0.00%	0.19%
	Enrollment	1,963,103	5.32%	5.79%
	Field Trips	0	0.00%	0.01%
	Health Services	207,780	0.56%	0.41%
	Instruc. and Other Materials (req.)	0	0.00%	0.16%
	Insurance	0	0.00%	0.01%
	Student Records	137,977	0.37%	0.07%
	Nonresident Tuition	1,805,406	4.89%	2.19%
	Parking Services	172,576	0.47%	1.00%
	Other Student Fees	411,615	1.11%	0.35%
	Sales of Instructional Materials	0	0.00%	0.01%
	Other Local Revenues	31,386	0.09%	1.66%
	SUBTOTAL	21,089,306	57.12%	55.05%
	TOTAL REVENUES	$36,923,558	100.00%	100.00%

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SECTION V.2: EXPENDITURES

Section V.2A *General Fund Activity 1992-93 to 1994-95*

INSTRUCTION:	Code	1992-1993	1993-1994	1994-1995
Architecture & Envirn. Design	0200	89,350	30,389	16,789
Biological Science	0400	625,270	627,232	574,920
Business & Management	0500	1,460,367	1,520,300	1,476,126
Communications	0600	84,258	119,130	118,387
Computer and Inform. Science	0700	583,328	682,435	739,195
Education	0800	1,120,597	1,127,060	1,050,682
Engineering & Related Technologies	0900	1,192,508	1,035,078	882,486
Fine and Applied Arts	1000	1,316,003	1,294,760	1,259,375
Foreign Language	1100	288,353	307,551	313,699
Health	1200	897,246	985,533	804,271
Consumer Educ. & Home Economics	1300	746,296	779,812	769,428
Law	1400	101,792	54,131	54,610
Humanities	1500	3,853,296	4,274,687	4,123,225
Mathematics	1700	1,065,360	1,143,145	1,160,748
Physical Science	1900	879,294	892,188	874,128
Psychology	2000	269,811	294,560	295,187
Public Affairs & Services	2100	254,934	246,395	145,985
Social Sciences	2200	1,389,036	1,358,747	1,313,546
Commercial Services	3000	172,011	180,814	203,130
Interdisciplinary Studies	4900	1,067,855	1,046,542	344,741
SUBTOTAL	0100-5900	$17,456,965	$18,000,489	$16,520,667
ADMINISTRATIVE AND SUPPORT:				
Instructional Administration	6000	2,194,286	2,041,156	1,354,055
Instructional Support Services	6100	3,996,695	5,279,923	1,743,980
Admissions & Records	6200	1,005,754	1,199,396	1,058,081
Counseling & Guidance	6300	1,608,432	1,561,544	1,672,526
Other Student Services	6400	2,031,949	2,293,005	2,174,997
Operation & Maint. of Plant	6500	2,622,510	2,734,716	2,692,947
Planning & Policy Making	6600	970,033	1,108,640	1,130,777
Gen. Institutional Supp. Services	6700	4,066,237	4,659,232	4,583,258
SUBTOTAL	6000-6700	$18,495,896	$20,877,612	$16,410,621
OTHER ACTIVITIES:				
Community Services	6800	344,899	402,530	450,723
Ancillary Services	6900	533,603	502,066	518,458
Auxiliary Operations	7000	649,770	996,048	1,030,220
Phy. Prop. & Related Acquis.	7100	156,733	131,537	277,516
Long-term Debt	7200	0	0	0
Transfers & Payments to Students	7300	1,041,271	865,837	2,380,068
SUBTOTAL	6800-7300	$2,726,276	$2,898,018	$4,656,985
TOTAL		$38,679,137	$41,776,119	$37,588,273

Section V.2B *Expenditure Comparisons to State Averages*

The tables below provide comparisons percentages by expenditure activity for the college and statewide averages for 1994-95.

Table V.2B.01: General Fund Expenditures as a Percentage of Total Expenditures

CATEGORY (Objects 1000-5000)	Glendale	Statewide
Certificated Salaries	47.01%	44.14%
Classified Salaries	24.11%	23.12%
Employee Benefits	13.82%	15.71%
Supp. & Materials/Oper. Expenses	13.01%	14.15%
TOTAL	97.95%	97.12%

ADMINISTRATIVE AND SUPPORT (Objects 6000-6700)	Glendale	Statewide
Instructional Administration	3.85%	5.82%
Instructional Support Services	4.95%	3.31%
Admissions and Records	3.01%	2.14%
Counseling & Guidance	4.75%	4.44%
Other Student Services	6.18%	5.51%
Operations & Maintenance	7.65%	9.13%
Planning & Policy Making	3.21%	3.22%
Gen. Institutional Support Services	13.02%	11.97%
TOTAL	46.62%	45.54%

SECTION V.3: GENERAL FUND BALANCES

The tables below provide a brief summary of the enrollment, FTES , and revenues for the last several years.

Section V.3A *District Data Summary*

Revenues are based primarily on FTES (full-time equivalent students). This tables compare (overall) Attendance FTES to general fiscal activity.

Table V.3A.01: District Data Summary—FTES & Fiscal

Fiscal Year	Attendance FTES	Ending Fund Balance	Total Revenue	Expenditures (Obj. 1000-5000)
1990-91	11,356	$2,033,120	$36,471,049	$35,864,500
1991-92	11,580	$2,180,104	$37,180,392	$36,959,838
1992-93	11,430	$2,245,634	$38,080,026	$36,943,585
1993-94	10,730	$2,703,583	$42,091,664	$38,971,528
1994-95	11,028	$2,772,716	$36,923,558	$35,208,205

Section V.3B *Actual Attendance FTES*

Attendance FTES includes credit and non-credit, resident and non-resident students, and began as the "accounting" system in 1991-92. Previously, the fiscal calculations were done differently based on ADA (average daily attendance). The college goes not receive funding for non-residents from the state, and non-credit students receive less support than credit students.

Table V.3B.01: District Data Summary—FTES Components

Year	Resident	Non-Resident	Apprentice	Credit	Non-Credit	Total
1991-92	10,937	629	0	9,719	1,860	11,580
1992-93	10,749	661	13	9,599	1,832	11,430
1993-94	10,057	673	21	8,916	1,814	10,730
1994-95	10,427	601	0	9,126	1,902	11,028